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ABSTRACT

This compilation of approximately two hundred twenty-five document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institutional source indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifteen resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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CE 013 810

The Center for Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Director
The Center for Vocational Education

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Sample Document Resume

ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Author(s).

Clearinghouse accession number.

Title.

Organization where document originated.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Date published.

Contract or Grant Number.

Descriptive Note (pagination first).

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 132 286 CE 008 490

Eley, Robert K., Ed.

Occupational Training Plans for Disadvantaged and Handicapped Students in Vocational Education. A Manual for Use in Cooperative Work Experience Programs.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date—Jul 76

Note—253p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Cooperative Programs, *Disadvantaged Groups, Disadvantaged Youth, *Handicapped Students, Instructional Programs, Job Training, Models, On the Job Training, Program Development, *Program Guides, Program Planning, *School Industry Relationship, Unskilled Occupations, *Vocational Education, *Work Experience Programs

This manual, developed to provide vocational instructors or coordinators with model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students, has the purposes of: (1) serving as a description of the kinds of content that should be included in a training plan, (2) serving as an example in discussing training plans with employers, (3) assisting vocational instructors in developing training plans, and (4) serving as one source of occupational content for several common occupations. Each training plan, or occupation, identifies the target population. The format shows approximate time needed to learn the job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for the individual study assignment. The training plans include assembly line worker, automobile-service-station attendant, bus boy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinest helper, mail clerk, physical therapy aide, steam table server, and stock clerk. (HD)

ED 132 287 CE 008 506

Shimberg, Benjamin

The Changing Climate Toward Occupational Regulation: How Does It Affect Cosmetology Board Members?

Pub Date—26 Apr 76

Note—10p.; Speech presented at the Annual Meeting of the Western Regional Conference of State Boards of Cosmetology (Boise, Idaho, April 26, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Certification, *Cosmetology, Employment Qualifications, *Governing Boards, Letters (Correspondence), *Organizational Change, Organizational Climate, Public Opinion, Service Occupations, Service Workers, *State Licensing Boards, Vocational Education

This document contains two letters. The first letter, which might have been written by a cosmetology licensing board member to his mother, illustrates the changing climate toward occupational regulations and how it might affect the attitudes of a board member. The second letter, the mother's reply, attempts to put some of the changes into a broader perspective. (HD)

ED 132 290 CE 008 515

Vaughan, Paul R. Bender, Ralph E.

Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—76

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Agricultural Education, Educational Research, *Faculty Advisors, State Surveys, Success Factors, *Teacher Characteristics, *Vocational Agriculture Teachers, Vocational Education, *Youth Clubs, Youth Leaders

Identifiers—FFA, Future Farmers of America, New Mexico

This study was designed to (1) identify competencies in which a New Mexico vocational agriculture teacher's perceived level of proficiency was related to the degree of success of his Future Farmers of America (FFA) chapter, (2) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the degree of success of the teacher's FFA chapter, and (3) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the teacher's perceived level of proficiency in advising and supervising FFA activities. The variables used for investigation were selected from a review of literature and were those thought to be related to the degree of success of an advisor's FFA chapter. This document contains the methodology, summary of findings, conclusions and recommendations, and implications for teacher education programs in the field of agricultural education and for further research. It also contains references and the questionnaire used. (HD)

ED 132 291 CE 008 521

The Hemophilia Games: An Experiment in Health Education Planning.

National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.

Report No.—DHEW-NIH-76-977

Pub Date—76

Note—94p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Delivery Systems, *Game Theory, Health Education, *Models, Program Development, *Program Planning, *Simulation, Special Health Problems

Identifiers—*Hemophilia

The Hemophilia Health Education Planning Project was designed to (1) create a set of tools useful in hemophilia planning and education, and (2) create a planning model for other diseases with similar factors. The project used the game-simulations technique which was felt to be particularly applicable to hemophilia health problems, since as a planning tool, games offer an opportunity to examine alternative forms of social organization, resource allocation, and distribution of decisionmaking power. A brief description of the project is presented in two major sections, Hemophilia Health Care Planning and Education: A Gaming Approach, and The Planning Process in Perspective: Major Recommendations. Appendix A, representing the major part of the document (55 pages), presents the complete record of the project proceedings, and is categorized into three parts: Hemophilia Health Planning Project–Project Design Protocol; Hemophilia Planning Meetings; and Outline of Planning Sessions, the largest part, which is a slightly condensed description of each of the hemophilia games, with full instructions given to the players, and the players' responses. Appendix B is a five-page glossary of terms. (HD)

ED 132 292 CE 008 525

SREB's Nursing Curriculum Project: Summary and Recommendations.

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—21p.; For related documents see ED 090 843, ED 097 849, CE 008 525-526, and CE 008 776

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Conceptual Schemes, *Curriculum Development, *Educational Change, Educational Development, *Educational Planning, Health Education, Higher Education, *Nursing, Paramedical Occupations, Program Evaluation

This manual reports the summary and conclusions of the series "Pathway to Practice," the Nursing Curriculum Project conducted by the Southern Regional Education Board (SREB). The project's aims, procedures and methods, and specific findings are identified, followed by a discussion of ten recommendations concerned with implications for the nursing curriculum. Recommendations cover the areas of differentiation of workers, common base of knowledge, levels of knowledge, Associate Degree curriculum, the Baccalaureate curriculum, the graduate program, continuing education, accommodating the learners, transcending institutional boundaries, and transcending disciplinary boundaries. The conclusion points out that if the Nursing Curriculum Project as a whole has a single message, it is that nursing must firmly reject its old image of simple dependency and substitute a true image of its complexity and dependability. (HD)

ED 132 293 CE 008 526

Haase, Patricia T.

A Proposed System for Nursing. Theoretical Framework, Part 2. Pathways to Practice, Vol. 4.

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Jun 76

Note—140p.; For related documents see ED 090 843, ED 097 849, CE 008 525-526, and CE 008 776

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Academic Standards, Conceptual Schemes, Curriculum Development, Higher Education, *Job Skills, *Nursing, Paramedical Occupations, *Role Perception, *Systems Analysis, *Systems Development, Taxonomy

This fourth volume in the series "Pathways to Practice" presents the heart of the Southern Regional Education Board's Nursing Curriculum Project, which was designed to (1) develop a set of assumptions about societal systems that impinge on the environments of nursing, (2) determine broadly the future direction of health care delivery patterns, (3) determine the types and levels of nurses essential to the delivery system projected in the assumptions, (4) determine the characteristics of practice and thereby the competencies needed by each level and type of nurse provider envisioned, and (5) broadly define the body of nursing knowledge requisite for the development of the specified competencies in the graduate of differing programs. The five chapters cover (1) Nursing at the Crossroads: The Dilemmas, (2) Nursing: A Critical Subsystem in Health Care, (3) A Role Structure for Nursing: Kinds and Levels of Practice, (4) A Taxonomy of Nursing Competencies, and (5) An Overview of the Theoretical Framework. Appendix A (Core of Nursing Knowledge) presents characteristics of entry level positions in the nursing field; appendix B is a five-page chart of expanded role programs in nursing in the Southern Region and lists institutions (by state), program title, length of program, degree received, and the director. A roster of members contributing to the project and references are also included. (HD)

ED 132 294 CE 008 527

Blake, Joseph F., Ed. Keyes, Erma D., Ed.
From Rhetoric to Reality. Proceedings of the Annual Midwinter Conference for Adult Education in Pennsylvania. (11th, February 19-22, 1976).
Millersville State Coll., Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.
Pub Date—Jun 76
Note—284p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Adult Education, *Adult Vocational Education, Community Education, Conference Reports, Conferences, *Educational Needs, Handicapped, Rhetoric, Speeches
Identifiers—Pennsylvania

The speeches presented in this conference report cover various aspects of adult education. The main address analyzes adult education as it has progressed over recent years. Other topics are "From Rhetoric to Reality" (Betty Ward); "Some Realities of Adult Education: One Rhetorician's View" (Herman Hermanowicz); "Adult Education for the Handicapped" (Fred Krause); "Distinguishing Rhetoric from Reality at the Federal Level" (James Dorland); "Teaching Strategies and Simulation for the Corrective Reading Program" (Chris Snyder); "What A World We Live In" (Seridan Bell); and "Our Men in the Capitol" (Jack Grisham, and Eugene Madeira). Additional areas of discussion cover credit for life programs; community education; using the media in adult education; basic education needs of adults with disabilities; individualizing instruction; English as a second language; the Adult Performance Level; and special Federally funded projects. The conference program is appended. (SH)

ED 132 295 CE 008 576

Wiant, Allen A. And Others
Activities, Problems, and Needs of Curriculum Developers: A National Survey. Interim Report. Research and Development Series No. 115.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 76
Contract—NE-C-00-3-0078
Note—69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Curriculum, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Curriculum Problems, *Designers, Educational Administration, Educational Research, *Educational Researchers, Industrial Personnel, *Job Analysis, National Surveys, Occupational Information, School Personnel, Specialists, Task Analysis, *Vocational Education
Identifiers—United States

A study was conducted to enhance basic knowledge concerning the activities and needs of curriculum developers with emphasis on those relating to vocational education. More than 300 persons actively involved in curriculum development in public education, business and industry, and government responded to a questionnaire based upon a list of 68 curriculum development activities in five categories: (1) Curriculum management and administration, (2) selection and organization of content, (3) selection and organization of materials, (4) design of instructional plan and alternative strategies, and (5) evaluation of curriculum. Ratings were given for the degree of problem/need encountered in the performance of each activity, and the relative importance of each to the respondent's job. In addition, background data were obtained from each respondent. In analyzing the data, the importance and problem/need ratings provided by respondents were combined to produce a summary "criticality" score for each activity. For the respondent group taken as a whole, the most critical activities were found to be in the categories of curriculum management and administration, content selection and organization, and evaluation. Eight groups of related activities were also identified, with differing criticalities for curriculum developers in local, state, and national R & D lab situations. (Author/HD)

ED 132 297 CE 008 590

Evans, Rupert
Vocational Education R & D in the Past Decade: Implications for the Future. Occasional Paper No. 18.
Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—76
Note—15p.; Speech presented at a staff development seminar, Center for Vocational Education, The Ohio State University, Columbus, Ohio
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Personnel, Educational Research, *Needs Assessment, *Program Administration, Program Content, Program Evaluation, *Program Improvement, Question Answer Interviews, *Research Needs, Research Projects, Speeches, *Vocational Education

Half of this paper is the text of a lecture, based on the author's involvement in a study by the Committee on Vocational Education Research and Development (R & D). Focus is on the summary of the study's recommendations in three areas: (1) Administration of vocational education R & D, (2) the content of vocational education R & D, and (3) the impact of vocational education R & D, which the author indicates is the most difficult to assess. He notes that vocational education researchers have not done well in disseminating research knowledge and in helping people become aware of the importance of the R & D effort that produced the knowledge. The second half of the paper consists of the author's answers to 16 questions from the audience concerning various aspects of future research and development efforts. (HD)

ED 132 298 CE 008 593

Business/Industry Internship for Occupational Teachers Project. Final Report.
Southern Illinois Univ., Carbondale.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Report No.—PCE-A6-028
Pub Date—15 Aug 76
Note—52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Cooperative Programs, *Internship Programs, Models, Professional Continuing Education, *Program Effectiveness, Program Evaluation, *School Industry Relationship, Teacher Education, *Teacher Improvement, *Teacher Interns, Teacher Participation
Identifiers—Illinois

After refining the Illinois Model for Occupational Teacher Internship, 20 practicing occupational teachers in public schools field tested the model to determine the nature and value of the concept of business/industry internships. Some major findings from data on intern evaluations revealed that (1) the internship provided an educationally meaningful experience, (2) understanding of their field was enhanced through learning about job attitudes and expectations, and experience with new equipment, (3) personnel at the work sites were willing and able to provide needed assistance, and (4) time to accomplish the internship was difficult to find. Evaluations from employers were positive, indicating that the interns sought out activities and were satisfied by their performance as professionals seeking to attain skills for later use in the classroom. It was concluded that the Illinois Model was acceptable in terms of transportability and diffusion. Suggestions and recommendations are made concerning teacher awareness of opportunities for internships in industry, and the part that schools and universities should play in such efforts. The appendixes contain various examples of forms and correspondence used in the study. (HD)

ED 132 299 CE 008 594

The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase IV. Final Project Report.
Southern Illinois Univ., Carbondale. Dept. of Occupational Education.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.
Report No.—PCE-D6-023
Pub Date—15 Aug 76
Note—128p.; For related documents see ED 089 096, ED 102 319, and ED 114 561
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Educational Administration, Educational Research, Graduate Students, *Graduate Study, Higher Education, Job Skills, Models, *Performance Based Education, Professional Training, *Program Administration, *Program Development, Program Evaluation, *Vocational Education

Phase IV of the project entitled Occupational Education Administration Project (OEAP) presents the results of a comprehensive assessment to evaluate the effects of OEAP with respect to achievement and subsequent administrative performance of participating students. (OEAP, as a total project, was designed to (1) field test the model performance-based Occupational Education Administrator Program under typical graduate education conditions, (2) write and refine affective performance indicators, (3) conduct followup and revalidation of the identified occupational education administration performance statements, (4) provide all program participants with the education necessary to obtain Illinois Level I Administrative Endorsement for Certification, and (5) place program participants in occupational education administrative positions commensurate with their acquired abilities and credentials by a specified date.) It was concluded that a great deal of learning did occur during participation in OEAP and that OEAP alumni exited the project with substantial cognitive and affective proficiency in the 159 competencies which comprise the Occupational Education Administrator's professional role. The document includes further discussion of project conclusions, and suggestions for further research. Appendix A, Occupational Education Administration Project: Competency List with Cognitive and Affective Sample Indicators, covers the majority of the document (78 pages). Four additional appendixes provide other information related to OEAP. (HD)

ED 132 300 CE 008 599

Carter, David M. And Others

Tasks Essential to Successful Performance as a Tobacco Producer. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—76

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Agricultural Production, *Agricultural Skills, *Farm Management, Farm Occupations, Job Analysis, *Job Skills, Occupational Information, Occupational Surveys, State Surveys, *Task Analysis, *Tobacco, Vocational Agriculture

Identifiers—Ohio

The major purpose of the occupational survey was to identify the skills which are performed and essential for success for a tobacco producer. The specific objectives of this survey were: (1) develop and validate an initial task inventory for the tobacco producer, (2) identify the specific tasks performed by the tobacco producer, and (3) determine the relative importance of the specific tasks to successful employment as a tobacco producer. Procedures included constructing an initial task inventory, validating the initial inventory, selecting a sample of workers, collecting data, and analyzing data from 32 producers in Ohio. The 134 task statements were listed under eight duty areas: (1) liming and fertilizing tobacco crops, (2) controlling weeds, insects, and diseases, (3) establishing and maintaining tobacco plant beds, (4) setting tobacco, (5) topping and controlling suckers, (6) harvesting and transporting tobacco to storage, (7) housing tobacco, and (8) tying, marketing, and shipping tobacco. Half of this report consists of the list of tasks in each duty area followed by the percentage of the sample which performs that task and the average rating of importance for that task (on a scale of 1-3). (HD)

ED 132 301 CE 008 601

Moore, Eddie A.

Agribusiness and Natural Resources in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. Summary of Research.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 76

Note—53p.; For related documents see CE 008 431 and CE 008 658

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, Agricultural Skills, *Educational Needs, Educational Opportunities, Job Analysis, Job Skills, *Manpower Needs, *Natural Resources, Occupational Information, Occupational Surveys, Ornamental Horticulture, Secondary Education, State Surveys, *Statewide Planning, Vocational Agriculture

Identifiers—Michigan

Designed to assist in the planning of statewide programs of vocational agriculture in Michigan, this report is also intended to assist local educators, administrators, and concerned citizens in planning needed vocational agriculture programs in Career Education Planning Districts. Procedures and findings are presented of a comprehensive analysis of Michigan agricultural education programs and their relationships to agricultural manpower needs and job competency requirements on a statewide basis. Information is presented in the following categories: (1) Agricultural manpower needs primarily for Michigan vocational agricultural graduates over a 5-year period (1974-1979); (2) competencies needed by Michigan vocational agriculture graduates to enter various agricultural occupations; (3) typical characteristics of vocational agricultural programs in Michigan; (4) congruencies and differences in existing vocational agriculture programs in terms of jobs available, career patterns, competencies required for entry, and competencies being developed in present programs; and (5) recommendations for further study and related activities. Data is organized under the following occupational categories: agricultural production, agricultural supplies/services, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, forestry, and other. (HD)

ED 132 302 CE 008 602

Policy Implications of Current Research in Agricultural Education. Central Region Research Conference in Agricultural Education. Proceedings of Annual Meeting (29th, Columbia, Missouri, July 29-31, 1975).

Missouri Univ., Columbia.

Pub Date—Jul 75

Note—121p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Agricultural Education, Conferences, Curriculum, *Educational Improvement, Educational Needs, *Educational Planning, Educational Policy, Educational Research, Foreign Countries, High School Students, Policy Formation, *Program Evaluation, Secondary Education, Speeches, Statewide Planning, Vocational Agriculture

Research on the following topics is presented in this publication: "Analysis of Factors Related to the Educational Plans of Iowa Vocational Agriculture Students," "Development of a Statewide System for Follow-up of Vocational Graduates that Has Implementation for Usage by Local Educational Agencies," "Factors Influencing Ninth and Tenth Grade Vocational Agriculture Enrollment Decisions and Level of Competency of Students Entering Area Vocational Centers," "Determination of A Common Core of Basic Skills for Vocational Agriculture Instruction," "A Comparison of Agricultural Education Students and Students in Other Agricultural Curricula and Factors Related to Their Curriculum Choice," "Development of Instructional Materials for Use by Indiana Vocational Teachers in Teaching Leadership and Character Development to Youth in Indiana," "Effects of Class Time, Practice Time, and Teaching Methods Upon Cognitive and Psychomotor Skill Achievement in Teaching Small Gas Engines," "The Dissemination/Diffusion Process in Selected Florida Schools," "Agricultural Education System/Process: The Diffusion of Agricultural Technology with a Discussion of the Contest as a Diffusion Technique," "A Method for Record-Keeping and Analysis of Equipment and Related Costs by Educational Program," and "Evaluation of Agricultural Education Program Activities at the Federal University of Santa Maria, Brazil, 1971-1973." Each topic contains the purpose of the study, procedures or methods used, and a summary. A copy of the program, list of participants, and the minutes of the meeting are included. (HD)

ED 132 303 CE 008 603

Phelps, L. Allen And Others

Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation. Final Report. A Report on the National Workshop on Vocational Education for Special Needs Students (January 13-15, 1976).

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Contract—PCE-A6-021

Note—265p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Educational Trends, *Handicapped, Higher Education, *Job Skills, Professional Personnel, *Professional Training, School Personnel, Special Education, Special Education Teachers, *Staff Improvement, *Teacher Education, Teachers, Teacher Workshops, Teaching Models, *Vocational Education

This report describes a workshop designed and implemented as a team effort by teachers from the vocational education and special education departments at the University of Illinois and the University of Kansas. It is noted that activities at the workshop revolved around meeting the unique needs of ten university-state department teams in developing and/or expanding their programs. In addition to being useful to vocational and special educators interested in the personnel preparation process, this report is also designed for use by those individuals in local educational agencies who have the responsibility for staff development and inservice education. Part I describes the presentations and activities of the workshop, pre-workshop planning, and post-workshop followup. An evaluation of each of these major phases is also included. Part II is a description and analysis of the professional tasks which were identified as critical for personnel involved in vocational programming for special needs students. The personnel preparation models prepared by the ten attending teams are included in Part III. A list of participants, bibliography, and 11 appendixes (relating to the workshop and special education) are included. (HD)

ED 132 304 CE 008 607

Hanson, Phillip J.

Introduction to Marine Corps Task Analysis. Training Manual II. Technical Report No. 10.

California State Univ., Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Mar 76

Contract—N00014-74-A-0436-0001; NR-151-370

Note—63p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Computer Oriented Programs, Human Resources, Job Skills, *Manpower Utilization, Manuals, Military Personnel, *Program Administration, *Task Analysis, Technical Reports

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, *Marine Corps, United States

Designed to aid in the orientation of personnel newly assigned to the Office of Manpower Utilization (OMU), Marine Corps Headquarters, this manual provides a brief overview of Marine Corps Task Analysis (TA) by presenting the basic steps in this process, which are (1) construct a task inventory, (2) administer self-report inventory, (3) analyze, using the Comprehensive Occupational Data Analysis Programs (CODAP), (4) recommend solutions to identified problems, and (5) secure approval of recommendations. OMU's major goal of improving the utilization of human resources in the Marine Corps is discussed, and the way the staff is organized to accomplish this is presented. Appendixes provide brief descriptions of TA terms and a synopsis of CODAP used to define jobs in an occupational field. (Author/HD)

ED 132 305 CE 008 625

Dickinson, Jonathan

Theoretical Labor Supply Models and Real World Complications. Institute for Research on Poverty. Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—75

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Employment, Employment Opportunities, *Income, Labor Force, *Labor Market, *Labor Supply, Leisure Time, Males, *Mathematical Models, Tax Rates, Unemployment, Wages

Identifiers—Income Taxes

This paper discusses discrepancies between the observable labor market and the idealized world which is assumed in theory. The proposed solutions are focused on the development of an empirical model applicable to data on prime-age males from the Michigan Panel Study of Income Dynamics, but the author notes that many of these issues are relevant for the construction of models for other groups. The discussion covers five basic areas: (1) The potential limitations of the simple labor supply model, based only on income-leisure tradeoffs, are discussed. (2) Sources of randomness in observed labor supply behavior and its consequences for the stimulation of systematic labor supply responses are considered, and the intertemporal variation are discussed. (3) The model is extended to accommodate earnings opportunities other than a simple constant wage rate, with increasing marginal income tax rates and overtime premiums being the major factors considered. (4) Demand-related factors that prevent workers from achieving marginal equilibrium at their marginal wage rates are explored, and criteria are suggested for the selection of a sample of workers who are less seriously affected by these problems. (5) The treatment of time lost due to unemployment and illness is discussed in the context of a model developed by Samuel Rea, which is also applied to time spent commuting to work. (Author/HD)

ED 132 306 CE 008 627

Construction Electrician 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10636-H

Pub Date—76

Note—626p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-053-1810)

EDRS Price MF-$1.16 HC-$34.15 Plus Postage.

Descriptors—Autoinstructional Aids, *Construction (Process), Correspondence Courses, Electrical Systems, *Electricians, Instructional Materials, *Job Training, Manuals, Military Training, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the tasks required of the Construction Electrician, which include abilities to install, operate, service, and overhaul electric generating and distribution systems and wire communications systems; and control the activities of individuals and crews who string, install, and repair interior, overhead, and underground wires and cables, and attach and service units, such as transformers, switchboards, motors, and controllers. Contents include a 15-chapter text followed by a subject index and the associated nonresident career course (12 reading assignments and technical questions based upon each occupational standard in the respective assignment.) Chapter headings are (1) Meet the Construction Electrician, (2) Safety, (3) Blueprints, Diagrams, and Schematics, (4) Special Tools, (5) Test Equipment, (6) Control and Protective Equipment, (7) Shopwork, (8) Interior Wiring, (9) Central Power Stations, (10) Overhead Power Distribution, (12) Communications Systems, (13) Telephone Cable Splicing, (14) Administration, and (15) Basic Electronic Components and Circuits. The appendix includes the U.S. customary and metric system units of measurement. (HD)

ED 132 309 CE 008 658

Thuemmel, William L. And Others

Agribusiness and Natural Resources Education in Michigan. Job Competencies Needed. A Tabular Supplement to the Final Report.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Report No.—3254-7125

Pub Date—Aug 75

Note—453p.; For related documents see CE 008 431 and CE 008 601

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Skills, Educational Research, Job Analysis, Job Skills, *Natural Resources, Occupational Clusters, Occupational Information, Off Farm Agricultural Occupations, State Surveys, *Tables (Data), *Task Analysis, Vocational Agriculture

Identifiers—Michigan

This manual contains a tabular report of the competency identification of job task analysis component (Part Two) of the research project entitled "Agribusiness and Natural Resources Education in Michigan: Employment Demand, Competencies Required, and Recommended Delivery Systems." The data is a tabular supplement to Chapter III of the final report. Lists of several hundred validated tasks or competencies are compiled into 100 tables providing information for use in developing performance objectives, instructional modules, or evaluation procedures related to 22 different occupations in the following four occupational clusters: agricultural production, environmental horticulture, farm implement repair, and biological-technical services in agriculture. Tables are arranged in seven different sets or series on the basis of similar information for each of the occupations/industries in the group. A complete analysis of one occupation can be made by use of one table of each series. (HD)

ED 132 310 CE 008 671

Aerographer's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10363-E

Pub Date—76

Note—578p.; For a related document, see ED 105 253; Charts in Appendix are marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-8160)

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, Instructional Materials, *Job Training, Manuals, *Meteorology, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—*Aerographers, Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the occupational qualifications of the Aerographer's Mate rating. Contents include a 17-chapter text, a 15-item appendix followed by a subject index and the associated nonresident career course (twelve reading assignments and technical questions based on the 17 chapters). Chapter headings are (1) Aerographer's Mate Rating, (2) Pressure, (3) Wind Equipment, (4) Temperature, Humidity, and Precipitation, (5) Clouds and Visibility, (6) Radar and Satellite Equipment, (7) Communications Equipment and Operational Procedures, (8) Office Equipment, (9) Specialized Meteorological Equipment and Their Uses, (10) Watch Routine, (11) Watch Routines (Continued); (12) The Governing Fundamentals of Meteorology, (13) Circulation of the Atmosphere, (14) Air Masses and Fronts, (15) Meteorological Elements, (16) Fundamentals of Oceanography, and (17) Administration, Publications, and Supply. (HD)

ED 132 351 CE 008 835

The Earnings Gap Between Women and Men.

Women's Bureau (DOL), Washington, D.C.

Pub Date—76

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Educational Background, *Females, Income, *Males, Occupations, Professional Occupations, Racial Differences, *Salary Differentials, Tables (Data), Wages

Identifiers—United States

Differences between the earnings of men and women suggest that women are being paid less for doing the same job. Factors that attribute to the wage differences are (1) women are concentrated in those occupations which are less skilled and in which wages are relatively low, (2) women working on full-time schedules tend to work less overtime than men, (3) although women are as well educated as their male counterparts in terms of median years of schooling completed, there are differences in the kinds of education, training, and counseling they receive, which directs them into traditional and low-paying jobs, and (4) women on the average have fewer years of worklife experience than men. Studies have shown, however, that even after adjusting for some of these and other factors such as age, region, and industrial concentration, much of the male-female earnings differential remains unexplained representing a maximum measure of discrimination. Discussion of wage differences is covered in the topics (1) Occupational Status, (2) Educational Attainment, (3) Work Experience, (4) Overtime Work, and (5) Differentials by Race. Eight tables, covering half the document, show different comparative aspects of male and female earnings. (WL)

ED 132 354 CE 008 864

Kriesberg, Harriet M. And Others

Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume I. Analytical Perspective.

Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—National Health Planning Information Center (DHEW/PHS), Rockville, Md.

Report No.—DHEW-HRA-76-14511; HRP-000-7377

Pub Date—76

Contract—HRA-230-75-0067; HRA-230-75-00073

Note—83p.; For a related document see CE 008 865

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Employment Projections, Health Occupations, *Health Personnel, Health Services, Labor Market, *Labor Supply, *Manpower Needs, Manuals, *Research Methodology, Statistical Analysis

Designed to contribute to planners' understanding of the state of the art and to the improvement of health manpower planning, this monograph describes and evaluates various methods used to determine present and future health manpower supply and requirements. The methodologies presented, chosen after a review of the documents identified in the Inventory of Health Manpower Planning Activities of 1973 in the Bureau of Health Manpower, are considered to be practical with regard to the resources available to state and local health planners. This first volume provides an analytical perspective, the definition of terms, the factors that determine supply and requirements, the concepts that underline each methodological approach, and the uses and limitations of health manpower statistics within the context of the subject area. A second volume is a manual that describes the methodology step-by-step. (WL)

ED 132 355 CE 008 865

Kriesberg, Harriet M. And Others

Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume II. Practical Planning Manual.

Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—National Health Planning Information Center (DHEW/PHS), Rockville, Md.

Report No.—DHEW-HRA-76-14512; HRP-000-7378

Pub Date—76

Contract—HRA-230-75-0067; HRA-230-75-00073

Note—206p.; For a related document see CE 008 864

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Employment Projections, Health Occupations, *Health Personnel, Health Services, Labor Market, *Labor Supply, *Manpower Needs, Manuals, *Research Methodology, *Statistical Analysis

This second of a two-volume monograph, which describes and evaluates various methods used to determine present and future health manpower supply and requirements, is intended to contribute to planners' understanding of the state of the art and to the improvement of health manpower planning. The methodologies presented, chosen after a review of the documents identified in the Inventory of Health Manpower Planning Activities of 1973 in the Bureau of Health Manpower, are considered practical with regard to the resources available to state and local health planners. This volume is a practical manual that describes the methodologies step-by-step, including questionnaire samples and selected tables for estimating health manpower supply and requirements. A list of tables and a bibliography are also included. (Volume I provides the analytical perspective including definition of terms, discussion of concepts that underlie the methodological approach, and discussion of the uses and limitations of health manpower statistics within the context of the subject area.) (WL)

ED 132 356 CE 008 866

Talarzyk, W. Wayne

Perceptions of Vocational Education in Ohio by Employers.

Ohio State Advisory Council for Vocational Education, Columbus.

Pub Date—75

Note—48p.

Available from—Ohio Advisory Council for Vocational Education, 5900 Sharon Woods Boulevard, Columbus, Ohio 43229

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Programs, *Employer Attitudes, Employment Practices, Employment Statistics, *Graduates, *Job Skills, *Program Effectiveness, Program Improvement, Research, State Programs, State Surveys, *Vocational Education, *Work Attitudes

Identifiers—*Ohio

With the overall objective of gathering information concerning employer's attitudes, perceptions, and opinions of Ohio's vocational education program, along with insights as to the strengths and weaknesses of the program and how it might be improved to more fully meet the needs of Ohio employers, mail questionnaires were sent to the personnel departments of 1,000 firms randomly selected from the "Directory of Ohio Manufacturers." The sample included both employers who utilize and those who do not utilize vocational education graduates. The five basic types of question sets developed to provide the data base were attitude questions, attribute importance questions, employee rating questions, open-ended questions, and classification questions. After gathering the data, the attitudinal statements, rankings of employee attributes, and ratings of vocational education and other graduates on each employee attribute were analyzed first for the total sample of 251 respondents and then for individual employer classification variables such as size of firm, percentage of employees who are vocational education graduates, and types of employees utilized. Results showed that attitudes toward and perceptions of vocational education were, in general, quite favorable. Percentages of agreement on some key statements were (1) about 60%-experience with vocational education graduates has been quite favorable, (2) 76%-vocational education students should be given more practical experience in their training, (3) 13%-vocational education students are poorly trained in school, (4) 74%-vocational education needs to have an improved image, and (5) 73%-I would like to know more about this State's vocational education program. This report contains complete explanations of the objectives, research methodology, results, conclusions, and recommendations. (WL)

ED 132 361 CE 009 078

Haverland, Edgar M.

Transfer and Use of Training Technology in Air Force Technical Training: A Model to Guide Training Development. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—HumRRO-FR-ED-76-43

Pub Date—Oct 76

Contract—F44620-74-C-0007

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Aerospace Education, *Curriculum Development, Educational Environment, Instructional Technology, Military Training, *Models, *Program Development, *Technical Education, Training Techniques

Identifiers—Air Force, United States

This guide describes the final stage in a project to develop an Air Force technical training development model and presents the model. Chapter 1 summarizes the total project and its objective to facilitate the effective use of training technology through the development of a model for matching training approaches or innovations with specific training settings. Chapter 2 summarizes the final phase in which researchers selected six different training efforts at three different schools of applied aerospace science and observed the work of Air Force training developers, closely interacting with them and discussing the nature and problems of the training development process. Chapter 3 describes revision of the previously developed model on the basis of this research. Chapter 4 presents suggestions for use of the model noting critical factors in a training setting and comparing the model (AFTEC) with the MODIA system. Chapter 5 (half of the guide) presents the model in its two phases: Phase I, intended to be used early in the process of planning and developing a training program, e.g., developing the lists of tasks and blocking out the major sections of the training course (Major headings are Objectives, Resources, Instructional Design and Management, Instructional Personnel, Student Characteristics, and Training Content), and Phase II, to be used in the actual development of the course when the detailed decisions are made concerning learning activities of the students: the preparation of a plan of instruction, study guides, workbooks, lesson plans, etc. (Major headings are Instructional Personnel, Student Characteristics, and Training Content). (JT)

ED 132 362 CE 009 080

Tools and Their Uses. Rate Training Manual.

Naval Personnel Program Support Activity, Washington, D. C.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10085-B

Pub Date—71

Note—187p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0500-029-0010)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, *Hand Tools, Instructional Materials, *Job Training, *Machine Tools, Manuals, Military Training, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this supplementary manual contains data pertinent to a variety of tools necessary to the satisfactory performance of modern technical equipment used by the Navy. It is designed to help the learner identify tools and fastening devices by their correct names; cite the specific purposes and uses of each tool; describe the correct operation, care, and maintenance required to keep the tools in proper operating condition; and finally, perform accurate measurements. Contents include a 7-chapter illustrated text and a subject index. Chapter headings are (1) Common Handtools, (2) Common Power Tools, (3) Measuring Tools and Techniques, (4) Fastening Components and Procedures, (5) Grinding Operations, (6) Metal Cutting Operations, and (7) Miscellaneous Tasks. (HD)

ED 132 363 CE 009 081

Aviation Structural Mechanic E 3 & 2. Rate Training Manual.

Naval Training Publications Center, Memphis, Tenn.

Spons Agency—Naval Education and Training Command, Washington, D.C.

Report No.—NAVTRA-10309-C

Pub Date—72

Note—443p.

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors—Autoinstructional Aids, *Aviation Mechanics, *Aviation Technology, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

This manual is one of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve who are studying for advancement according to the Aviation Structural Mechanic E (AME) rating. The text is based on the professional qualifications for the rates AME3 and AME2. Contents include a 10-chapter text and a reading list (which includes United States Armed Forces Institute (USAFI) texts recommended as study material for AME personnel) and a subject index. Chapter headings are (1) Aviation Structural Mechanic E Rating, (2) Aeronautic Publications, (3) Handtools, Tubing, and Flexible Hose, (4) Corrosion Control, (5) Pressurization and Air-Conditioning Systems, (6) Utility Systems, (7) Gaseous Oxygen Systems, (8) Liquid Oxygen Systems, (9) Egress Systems, and (10) Line Operations and Maintenance. (HD)

ED 132 364 CE 009 093

Women Workers Today.

Women's Bureau (DOL), Washington, D.C.

Pub Date—Oct 76

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Employment Statistics, *Family Characteristics, *Individual Characteristics, Labor Force, *Working Women

Identifiers—United States

This report indicates that although during the last 55 years the ranks of women workers have risen from only one out of five to two out of five of all workers, the profile of the average woman worker has greatly changed from that of a 28-year-old single factory worker or clerk of 1920 to that of a 35-year-old woman of today who may be found in any of a great number of occupations. It is noted that women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade. Statistical profiles for women represent the majority of document and are presented for two characteristics: (1) Personal characteristics-age, marital status, children, education, minority races, and husband income and (2) employment characteristics-which cover worklife patterns, full-time and full-year workers, part-time workers, occupations, unemployment, earnings, working wives' contributions to family income, and family heads. A brief statement on the outlook of women workers is included. (WL)

ED 132 366 CE 009 096

Career Guidance for Indian Youth. Final Report.

Colorado River Indian Tribes, Parker, Ariz.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—30 Jun 76

Contract—OEG-0-74-1743

Note—86p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Academic Achievement, *American Indians, *Career Education, *Career Planning, Class Attendance, Cultural Differences, Cultural Factors, Disadvantaged Youth, Dropout Attitudes, *Educational Needs, Human Resources, Motivation Techniques, Occupational Guidance, *Program Effectiveness, Program Evaluation, Reading Level, Secondary Education, Self Actualization, Student Alienation, Student Attitudes, *Student Motivation, Tables (Data), Tribes, Truancy, Vocational Counseling, Youth Problems

Identifiers—Colorado

Initial research conducted by the Colorado River Indian Tribes Rehabilitation Center revealed that lack of career information available to Indian youth, lack of Indian student direction and motivation, and resultant low academic achievement inadequately prepared these students for the world of work. Consequently, a new program (involving seminars, field trips, individual and group counseling, and followup counseling) for the provision and dissemination of career information was designed which included eight specific objectives. To test the effectiveness of the program objectives, a research design was established which used one treatment group and six control groups (composed of Indian and non-Indian youth) matched according to grade, sex, age, I.Q., and achievement. Highlights of significant findings are these: (1) There was increased awareness of services offered by the Colorado River Indian Tribes and of how school problems may be related to cultural factors, and a general impression that Indian students' attitudes toward school were much improved; (2) a significant reduction in school dropouts; (3) significant improvement in vocational awareness; (4) increased motivation toward future vocational opportunities; (5) reduced contacts with the law; (6) increased awareness of future employers; and (7) exposure to successfully employed Indians and Tribal members. (Author/TA)

ED 132 367 CE 009 103

Hoyt, Kenneth

Relationships between Career Education and Vocational Education. Monographs on Career Education.

Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—44p.; For these papers as separate documents see ED 130 043, ED 130 045, ED 099 623, and ED 109 463-464

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01614-1, $0.75, minimum charge $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business Education, *Career Education, Change Strategies, *Definitions, Distributive Education, Educational Attitudes, *Educational Development, *Educational Strategies, Educational Trends, *Policy Formation, Program Development, Public Policy, Secondary Education, Teacher Role, *Vocational Education, Work Experience Programs

The five papers included in this monograph represent an attempt on the part of the Office of Career Education to clarify differences between career education and vocational education. The first paper, "Everyone's Favorite Solution Can't Be All Bad–A Reply to James O'Toole," rebuts O'Toole's seven charges against vocational education. The second paper is "Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences." Concepts of work, career, vocation, occupation, leisure, and education are defined as they relate to career, vocational, and occupational education. Implications for change in vocational education in the academic setting are also discussed. The third paper, "Career Education and Work Experience Education: Can We Join Together?" discusses implications of the career education concept for work experience educators. "Business Office Occupations and Distributive Education: Keys to Career Education," the fourth paper, suggests ways in which business and office occupations and distributive education teachers could move to convert both academic teachers and vocational educators into "career educators." The fifth paper, "Career Education: Strategies and Dilemmas," summarizes the current status of career education and discusses basic attitudinal problems facing it. (TA)

ED 132 368 CE 009 104

Worker Traits Training Unit. MA Handbook No. 314.

Manpower Administration (DOL), Washington, D.C.

Pub Date—75

Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Planning, *Counselor Training, Employment Interviews, Employment Qualifications, Information Seeking, Job Search Methods, *Learning Activities, Personnel Data, Personnel Selection, *Skill Analysis, Teaching Guides, Unit Plan, *Vocational Counseling, Work Attitudes

Identifiers—Worker Traits Arrangement

This training unit provides persons involved in employment interviewing, vocational counseling, curriculum planning, and other manpower activities with a multifactor approach for obtaining information from an individual and relating the data to job requirements. It is intended to result in the development of the bridge between client potential and experience and the requirements of jobs, particularly for clients who need to make occupational or career choices or changes. The unit contains two training sessions (which include activities requiring use of the "Dictionary of Occupational Titles"–Volumes I, II, and the two supplements, "Handbook for Analyzing Jobs", and "Guide for Relating General Educational Development to Career Planning.") and three appendixes. Session I, Application of Worker Traits to Client Appraisal, outlines techniques for obtaining information from the client in terms of worker traits, and requires participants to practice developing worker traits profiles for the clients in the case histories provided. Session II, Utilization of Worker Traits Arrangement (WTA) in Formulating Vocational Goals, outlines techniques and procedures for relating data about the client to appropriate career areas of specific occupations. It contains a step-by-step procedure for relating the client data profile to the profile of job requirements for the WTA group(s), and other activities. Appendix A contains practice exercises, appendix B contains an introduction to worker traits, and Orientation to Worker Traits Arrangement (WTA) is provided in appendix C. (TA)

ED 132 370 CE 009 108

Exemplary Competency-Based Vocational Teacher Education Project. Industrial Arts Component. Competency Identification Phase: Professional Competencies for Middle and High School Industrial Arts Teachers in Florida. Series No. 2.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—76

Note—52p.; For related documents see ED 131 229-231, ED 131 248-251, and ED 131 272

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Demonstration Projects, Educational Research, *Industrial Arts, *Industrial Arts Teachers, Job Analysis, Models, *Performance Based Teacher Education, *Performance Criteria, State Surveys, *Task Analysis, Vocational Education

This report is one of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), a project categorized into three sections: (1) Teaching Components–Cooperative Vocational Education, Industrial Arts, Trade and Industrial, Vocational Business Education, (2) Leadership Components–Administration/-Supervision, Career Education, and Research and Evaluation, and (3) Special Needs Components–Disadvantaged, and Handicapped. After presenting an overview of the competency-based vocational teacher education movement and a brief description (goals, objectives, and a conceptual model) of the total exemplary competency-based teacher education project (Project ACTIVE) at Florida State University, the Industrial Arts Component is discussed in five chapters: (1) Introduction–Competency Identification Phase, (2) Review of Related Research, (3) Methodology for Identifying Competencies, (4) Findings and Discussion–Competencies, and (5) Conclusions. The appendixes include a rating scale for use by professional personnel, letters to selected industrial arts teachers and supervisors, and an open-ended response survey. A bibliography is also included. (HD)

ED 132 374 CE 009 121

How to Prepare and Conduct Military Training. Field Manual No. 21-6.

Army Infantry School, Fort Benning, Ga.

Spons Agency—Army Combat Arms Training Board, Ft. Benning, Ga.

Pub Date—Nov 75

Note—180p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Equipment, Evaluation, Group Instruction, Lesson Plans, Military Science, *Military Training, Teaching Guides, Teaching Methods, Teaching Procedures, Training Objectives, *Training Techniques

Identifiers—Army

Designed to apply to any unit regardless of strength, mission, organization, or equipment, this field manual provides trainers with methods and techniques of preparing and conducting individual and collective training. Chapter 1 discusses the purpose and scope of this publication and explains the duties and relationship between the trainer (for whom this manual was written) and the training manager. Chapter 2 discusses the purpose of training. Chapter 3 describes a three-step, backward planning process to prepare, conduct, and evaluate training of individuals to perform their duty assignment. Chapter 4 is an introduction to collective training, which prepares soldiers to perform those team or unit tasks essential to the accomplishment of a unit's operational missions. Chapter 5 offers examples which show company level trainers how the fundamentals of collective training are used to prepare and conduct equipment-oriented collective training. Chapter 6 deals with tactical collective training. The eight appendixes include: Training Publications; Practical Exercises in Writing Training Objectives; Training Techniques, Aids, and Devices; Evaluating (Inspecting) Training; Tactical Exercises; Training Trainers to Train; Sample Lesson Plans; and an Index and Glossary of Training Terms. (HD)

ED 132 375 CE 009 124

Johnson, Donald W. Holz, Frank M.

Legal Provisions on Expanded Functions for Dental Hygienists and Assistants. Summarized by State. Second Edition.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry.
Report No.—DHEW-HRA-75-21
Pub Date—74
Note—201p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Dental Assistants, *Dental Hygienists, Dental Technicians, *Employment Qualifications, National Norms, *State Legislation, *State Licensing Boards, *State Standards
Identifiers—United States

This second edition summarizes and interprets, from the pertinent documents of each state, those provisions which establish and regulate the tasks of hygienists and assistants, with special attention given to expanded functions. Information is updated for all jurisdictions through the end of 1973, based chiefly on materials received in response to inquiries to State boards of dentistry. Although the most relevant and significant portions of the state dental laws were selected for summation and interpretation, every effort was made to retain or closely paraphrase the original text or, when it seemed appropriate, to quote directly. The National Summary section, consisting of five tables and a map, gives a composite picture of the status of expanded functions for dental auxiliaries on a nationwide basis, as these existed at the end of 1973. (HD)

ED 132 376 CE 009 129

Vocational Education Curriculum Specialist (VECS). Installation Guide. Instructor/Administrator Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—55p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Administrator Education, Administrator Guides, Curriculum, Curriculum Design, *Curriculum Development, Curriculum Guides, Elementary Secondary Education, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Performance Based Education, Post Secondary Education, *Specialists, *Teacher Education, *Teacher Education Curriculum, *Vocational Education, Vocational Education Teachers

Addressed to professional teacher educators or inservice administrators, this guide introduces a set of curriculum materials designed to train the potential vocational education curriculum specialist (VECS) according to identified competencies in the conceptualization, design implementation, management, and evaluation of vocational-technical education curriculums. The guide briefly describes the history and development, purpose, organization, major features, and techniques for implementing the competency-based curriculum, which consists of 22 modules: 6 introductory modules to bring students with minimal preparation in vocational education to readiness for training in a core program; 15 core modules, which constitute specialization units in curriculum and program design, development, implementation, management, and evaluation; and an additional module containing two seminars and a field experience unit that provides opportunities for advanced professional application of the core competencies. The chapter headings of the guide are (1) The VECS Curriculum, (Development Cycle, Topics and Sequence, and Features of the Modules), (2) Administrative Considerations (Needs, Compatibility, Key Support, Initial Planning, and Installation), (3) Instructor Considerations (Instructional Strategies and Recommendations to the Instructor), and (4) Evaluation of the VECS (Institutional Level Evaluation, Instructional Level Evaluation, and Learning Experience Level Evaluation). The appendix briefly describes the content of each module followed by the goals and objectives on which the module is based. (HD)

ED 132 377 CE 009 130

Vocational Education Curriculum Specialist (VECS). Module 1: The Scope of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—103p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Objectives, *Enrollment Trends, *Financial Support, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organizations and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on historical, legal, and present definitions of vocational education, its fundamental concepts and basic objectives, the people served, and financial support. Part III, Group and Classroom Activities, suggests classroom or group activities and discussion questions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (The preface indicates that approximately 20 hours of out-of-class study will be necessary to complete this module). (HD)

ED 132 378 CE 009 131

Vocational Education Curriculum Specialist (VECS). Module 2: Roles of Vocational Educators in Curriculum Management. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—83p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Curriculum Development, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Management, *Management Development, Post Secondary Education, Secondary Education, *Specialists, *Staff Role, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on goals and functions of curriculum management, the involvement of different vocational education personnel in curriculum management, and a rationale for the need for vocational education curriculum specialists. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 379 CE 009 132

Vocational Education Curriculum Specialist (VECS). Module 3: Current Trends in Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—111p.; For related documents see CE 009 129-136 and CE 009 192-106
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Curriculum Development, Definitions, Disadvantaged Groups, *Educational Needs, *Futures (of Society), Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Needs Assessment, Post Secondary Education, *Program Design, Secondary Education, Sex Discrimination, *Social Influences, Specialists, Study Guides, Teacher Education, Technology, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on technological advances, growing public awareness of the needs of the disadvantaged, movement toward sexual equality, the environmental movement, manpower forecasting, current knowledge about the future of work and projected changes in the work force, and current concepts of providing students with job experience as a supplement to classroom instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 380 CE 009 133

Vocational Education Curriculum Specialist (VECS). Module 5: Legislative Mandates for Vocational Education. Study Guide. (Teaching-/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—111p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Advisory Committees, *Curriculum Development, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, National Programs, *Policy Formation, Post Secondary Education, Public Policy, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on early and contemporary vocational education legislation, the National Study Panel Reports that provide the basis for the three major pieces of vocational education legislation, the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 381 CE 009 134

Vocational Education Curriculum Specialist (VECS). Module 6: Selecting Instructional Strategies for Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—106p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Strategies, Higher Education, *Instructional Design, Instructional Innovation, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on describing the characteristics of a variety of instructional strategies for organizing vocational education programs, specific standards for selecting curriculum experiences, and curriculum selection for different educational levels. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 382 CE 009 135

Vocational Education Curriculum Specialist (VECS). Module 10: Fiscal Management of Vocational Education Programs. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—73p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Educational Accountability, Educational Finance, Financial Policy, Financial Support, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, *Management Systems, Money Management, Post Secondary Education, Secondary Education, Specialists, Statewide Planning, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the concept of accountability in education, fiscal planning and management systems, the basic characteristics of State plans for vocational education, components of proposals requesting funding for vocational education programs or projects. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 383 CE 009 136

Vocational Education Curriculum Specialist (VECS). Module 14: General Methods and Techniques of Educational Evaluation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—57p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, *Evaluation Methods, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, *Models, Post Secondary Education, *Program Evaluation, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the purposes and components of the prominent types or models of educational evaluation and their applicability to the evaluation of vocational education programs. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 384 CE 009 149

Jones, Deborah And Others

A Guide to Assessing Ambulatory Health Care Needs in Your Community.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—AAI-74-30F

Pub Date—Apr 74

Contract—RDH-1-73-RD-01

Note—101p.

Available from—Abt Associates, Inc., Cambridge, Mass. (Order No. HMD-102, $8.00, plus $1.50 for shipping and handling)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Guides, *Community Health Services, Demonstration Programs, Health Needs, *Medical Care Evaluation, Medical Services, Models, *Needs Assessment, *Program Planning, *Research Projects

Identifiers—Massachusetts (Boston)

Designed for health services planners and decisionmakers on the local level, this guide describes and explains a relatively low-cost short-term approach by which communities can estimate their needs for ambulatory health care services, determine the adequacy of resources to meet those needs, and understand major factors for improving ambulatory health care service delivery. The guide is one product of a demonstration study of ambulatory health care needs, resources, and priorities conducted in Boston, Massachusetts. Part One discusses the Boston study and briefly describes the basic approach presented in terms of its selection, limitations, and how it can be implemented. Part Two is a detailed description of the basic approach which involves a study comparing the actual use made of ambulatory care visits against use which would be expected from national and prepaid plan utilization experience. Explanations are provided for each of the 17 steps involved in conducting the six phases of the study. Part Three addresses things to consider in conducting the study, such as sources of information, potential problems and how to deal with them, and cost. Five appendixes are included: Data Needs and Availability Summary Chart, Listing of Tables Included in the Boston Study, Sample of Parts of Tables Used to Determine Use of Medical Services in Boston, Sample Neighborhood Profile, and Sample Scheduling and Staffing Needs and Cost Worksheet. (HD)

ED 132 385 CE 009 151

Knopf, Lucille

Graduation and Withdrawal from RN Programs. A Report of the Nurse Career-Pattern Study.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-76-17

Pub Date—Nov 75

Contract—PHS-No1-NU-04117

Note—165p.; For a related document see ED 072 200

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-041-00102-5, $1.60)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Academic Achievement, Attendance, Careers, Comparative Analysis, Dropout Attitudes, Dropout Characteristics, Dropout Research, Dropouts, Educational Programs, Educational Research, *Graduates, Graduate Surveys, *Health Occupations Education, Higher Education, Longitudinal Studies, Nurses, *Nursing, *Professional Education, Program Attitudes, Student Attitudes, *Student Characteristics, Tables (Data), Teacher Attitudes, *Withdrawal

Based on a larger longitudinal study, this document examines three nursing groups–those entering schools preparing registered nurses in 1962, 1965, and 1967. It describes and compares those who graduated and those who withdrew before graduation and examines the reasons why the students withdraw from both the students' and the program directors' points of view. The contents include 7 chapters, 47 tables, and four appendixes. Chapter headings are (1) The Nurse Career-Pattern Study, (2) Graduation and Withdrawal, (3) Variables Related to Graduation/Withdrawal, (4) School Variables and Graduated/Withdrew, (5) Reasons for Withdrawal, (6) Activities of Withdrawals after Leaving Nursing School, and (7) Discussion and Recommendations. (HD)

ED 132 386 CE 009 153

Anderson, Ruth

Metrics. A Resource Guide for Home Economics. Final Report.

Indiana Univ. of Pennsylvania.

Spons Agency—Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Contract—EPDA-51049-5

Note—235p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Home Economics Education, Instructional Aids, Lesson Plans, *Metric System, Resource Materials, *Unit Plan

This guide is to be used as a resource for teaching metrics at various educational levels in the home economics program. The lessons are intended for flexible use by the teacher, and the contents can be adapted for use with varying abilities, ages, and teaching-learning situations. Categorized into ten units, each unit includes concepts, objectives, supportive learnings, sampling of experiences and evaluation, charts, and diagrams. The ten units are: (1) History of Measurement, (2) The International System of Units (SI), (3) The Metre (Length/Area), (4) The Litre (Volume/Capacity), (5) Grams and Kilograms (9) Using Metrics in Clothing Labs–Metric Chef's Hat, and (10) Windows and Window Treatment. The appendixes include: Metric Test, Metric for Preschoolers, Metric Doll (Elementary-Middle School), Introduction to Metrics (Transparency Series), Centimetre Grid, Games, and Bulletin Board Ideas. (HD)

ED 132 387 CE 009 154

Franken, Marion E. Earnhart, Joan

An Assessment of Vocational Education in Wisconsin–1976.

State Univ. of New York, Binghamton. Center for Social Analysis.

Spons Agency—Wisconsin State Advisory Council on Vocational Education, Madison.

Pub Date—76

Note—318p.; Not available in hard copy due to small type throughout document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Comparative Analysis, *Delivery Systems, *Educational Administration, *Educational Assessment, Financial Support, Instructional Staff, Post Secondary Education, *Program Effectiveness, Program Evaluation, Program Improvement, School District Autonomy, School Funds, State Boards of Education, *State Standards, State Surveys, Student Enrollment, Student Placement, Teacher Certification, Teacher Education, Teacher Improvement, *Vocational Education, Vocational Education Teachers, Vocational Followup

Identifiers—Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

This comparative study was conducted for the Wisconsin Advisory Council on Vocational Education in an effort to identify strengths and weaknesses of program delivery and accomplishments of several States–Illinois, Indiana, Iowa, Michigan, Minnesota, and Ohio–with a view towards making recommendations that would improve Wisconsin's total program approach and delivery. Methodology involved gathering, compiling, and analyzing data from Federal report forms, and from interviews and information gathered from the appropriate State departments. Some of the major goals accomplished by the study were the identification of the clientele and the degree to which they are served by vocational education and placed on jobs in each State; the determination of expenditures for vocational education and the sources of these funds; the identification of State and local structures that accomplish the delivery of vocational education in each State; and the determination of programs and procedures for vocational education personnel development and ways in which vocational education is reaching those in need. Fourteen council recommendations precede the description and discussion of the study, which is presented in six chapters: (1) Background of the Study, (2) Vocational Education Student Enrollments and Placement–Follow-up Activities, (3) Funding For Vocational Education in the Midwest, (4) State and Local Structures Effecting Vocational Education Delivery, (5) Career Education, and (6) Teachers, Teacher Education, and Certification. The appendixes include 40 items about each State's organizational and administrative functions, educational delivery systems, and teacher certification requirements. (HD)

ED 132 388 CE 009 159

Lewis, James P. Boyle, Rebecca

Evaluation of 1975-76 Vocational and Basic Education Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg. Office of Corrections Education.

Pub Date—Jul 76

Note—51p.; For a related document see ED 126 300

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Basic Skills, *Correctional Education, Corrective Institutions, Educational Programs, Job Skills, Needs Assessment, *Prisoners, *Program Attitudes, *Program Effectiveness, Program Evaluation, Research, Skill Development, *Vocational Education

In an effort to better achieve the educational program objectives of developing specific salable skills, and developing skills leading to the General Education Development completion, 321 male and 23 female offenders enrolled in adult basic education, general education development, and vocational courses in Pennsylvania's eight State institutions were evaluated concerning their attitudes towards the quality of instruction and educational services offered. (The eight institutions are Camp Hill, Dallas, Graterford, Greensburg, Huntingdon, Muncy, Pittsburgh, and Rockview.) After analyzing data collected from two forms (Educational Evaluation Form and the Training Survey) completed by the subjects, it was generally concluded that the lack of resource materials and some supportive services (i.e. limited library materials and counseling services) is a problem. However, offenders have positive values and attitudes toward the education programs in terms of entering, opportunity, benefits, and self-reliance. The document presents 18 specific conclusions and discusses four institutional recommendations. Twenty-four tables supplement the discussion of the study, and brief descriptions of each institution's educational program are also provided. (WL)

ED 132 391 CE 009 166

Lee, Billy D. Ragazzi, Ronald

Automotive Emission Control.

Colorado State Board for Community Colleges and Occupational Education, Denver.Colorado State Univ., Ft. Collins. Dept. of Industrial Sciences.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—76

Note—279p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Auto Mechanics, *Behavioral Objectives, Curriculum Guides, Instructional Materials, *Learning Activities, *Motor Vehicles, Teaching Guides, *Unit Plan, Vocational Education

This guide designed to assist teachers in improving instruction in the area of automotive emission control curriculum includes four areas. Each area consists of one or more units of instruction, with each instructional unit including some or all of the following basic components: Performance objectives, suggested activities for teacher and students, information sheets, assignment sheet, job sheets, visual aids, tests and test answers. (Units are planned for more than one lesson or class period of instruction.) The four major areas (and their respective units) are (1) Engine Pollutants (Introduction to Automotive Emission Control, Internal Combustion Engine Pollutants, Origin of Internal Combustion Engine Pollutants); Pre-Combustion Controls (Heated Air Induction Systems, Evaporative Emission System); Combustion Controls (Engine Modifications, Carburetor Modifications, Ignition Timing Systems, Transmission Controlled Spark System, Electronic Spark Control System, Exhaust Gas Recirculation System); and Post-Combustion Controls (Positive Crankcase Ventilation Systems, Air Injection System, Catalytic Converter Systems). (WL)

ED 132 392 CE 009 168

Helbling, Wayne

Snowmobile Repair.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—76

Note—248p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Equipment Maintenance, *Learning Activities, Mechanics (Process), *Repair, Teaching Guides, *Unit Plan, Vocational Education

Identifiers—*Snowmobiles

This guide is designed to provide and/or improve instruction for occupational training in the area of snowmobile repair, and includes eight areas. Each area consists of one or more units of instruction, with each instructional unit including some or all of the following basic components: Performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, and tests and test answers. (Units are planned for more than one lesson or class period of instruction.) The eight areas (and their respective units) are Steering Systems (Skis, Steering); Drive Belts and Clutches (Engine Clutches, Drive Belts, Drive Belt Adjustment and Alignment, Drive Clutch Assembly, Drive Clutch Bearing Replacement); Chain Drives (Chain Case Assemblies, Chain Replacement, Chain Repair); Axles (Drive Axles, Rear Axles); Suspensions (Bogie Wheels, Slide Rail Suspension; Brakes (Shoe Type Brake Servicing, Disc Type Brake Servicing, Hydraulic Type Brake Servicing); Tracks (Track, Track Replacement); and Shocks (Shock Absorbers). (WL)

ED 132 393 CE 009 169

Carlile, Robert

Agriculture Sales and Services.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—76

Note—379p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., Stillwater, Oklahoma 74074 ($9.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agribusiness, Agricultural Education, Curriculum Guides, Individualized Instruction, Instructional Materials, Job Skills, *Learning Modules, Unit Plan, *Vocational Agriculture

Designed to assist teachers in improving instruction in agriculture and related areas, this curriculum guide is written in terms of student performance using measurable objectives, and is a suggested method of group instruction for students who are employed in an agribusiness program. The material is intended to cover those items which every student will most likely encounter in an agribusiness occupation. Areas of instruction are divided into seven sections, with each section consisting of one or more units. Each unit includes performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. The sections are Employment Information, which includes units on Orientation, Training Agreement, and Organizations; Human Relations in Agribusiness; Selling and Salesmanship; Advertising; Marketing Agricultural Products; Operational Information, which includes Agribusiness Machines, Sales Procedures and Records, and Merchandise Control; and Agribusiness Management, which includes Credit Analysis and Management, Insurance, Tax Management, and Legal Aspects of Agribusiness. (HD)

ED 132 394 CE 009 175

McDonald, R. Michael And Others

Virginia Emergency Vehicle Operator's Curriculum Guide.

Virginia Commonwealth Univ., Richmond.

Spons Agency—Virginia Division of Highway Safety, Richmond.

Pub Date—75

Note—290p.; This guide was prepared by the Highway Safety Training Center at Virginia Commonwealth University

Available from—Publications Office, Virginia Highway Safety Division, 300 Turner Road, Richmond, Virginia 23225

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Curriculum, Curriculum Guides, *Driver Education, Emergency Programs, *Emergency Squad Personnel, Fire Fighters, First Aid, *Job Training, *Learning Activities, Manuals, Medical Services, Motor Vehicles, Police, *Rescue, Service Occupations, Skill Development, State Curriculum Guides, Vocational Education

Identifiers—Virginia

Developed in response to the need for training and materials related to emergency vehicle operations, this guide is designed to aid in the implementation of recruit, inservice, or specialized training for an emergency vehicle operator. Following the introduction, an overall discussion of material to be covered in the classroom is provided. After the classroom instruction section, the guide is divided into three sections on practical application-law enforcement, fire, and emergency medical services-which present the different driving skills needed by the employees of these three agencies, due to the variations in vehicle characteristics and intended uses. Each of these three sections is self-contained, designed to be used in conjunction with the classroom instruction section. All three practical application chapters-law enforcement, fire, and emergency medical services-include specific details regarding the actual maneuvers to be performed on the driving range, illustrations indicating the general physical layout of each exercise, guides for grading procedures, and common student problems of which the instructor should be aware. In the final chapter, procedures for physically setting up an emergency vehicle operation curriculum (EVOC) program are described. Also included are a glossary of important terms, and a bibliography of texts, pamphlets, films, and other references. Driver evaluation forms are provided in Appendix. (WL)

ED 132 395 CE 009 176

Jobs for Which a High School Education is Usually Required.

Bureau of Labor Standards (DOL), Washington, D.C.

Pub Date—76

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Employment, *Employment Opportunities, *Employment Qualifications, *Employment Trends, *High School Graduates, Job Training, *Occupational Information

This document lists 61 occupations, each followed by a summary which gives highlights of job qualifications and training and employment trends (1974-1985) from the "Occupational Outlook Handbook." It is noted that special talents, attitudes, and personal characteristics not mentioned in this publication may be needed for many occupations and that suggestions for employment opportunities reflect conditions foreseen over the 1974-1985 period for the entire nation, for any single year or any specific locality. The number of people employed in each occupation in 1974 is also included. The 61 occupations are listed under the following broader categories: Industrial production and related occupations (foundry, machining, printing, and other); office occupations (clerical, banking, insurance, administrative); service occupations (cleaning, protective services, and other services); sales occupations (automobile, automobile service, insurance, models, real estate, and wholesale trade); construction occupations; occupations in transportation activities; scientific and technical occupations; mechanics and repairers; health occupations (dental, medical technologist, and other); and art, design, and communications-related occupations. (WL)

ED 132 399 CE 009 190

Barrington, Thomas L. And Others

Behavioral Objectives for Elementary Industrial Arts in Bertie County, North Carolina.

Bertie County Public Schools, N.C.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Sep 70

Note—50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Elementary Education, Elementary School Curriculum, *Industrial Arts, Intermediate Grades

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *North Carolina

This listing of behavioral objectives is designed to assist teachers in planning and developing learning activities in elementary industrial arts. It was developed from a project in Bertie County, North Carolina, in which industrial arts was correlated with the basic elementary curriculum. Separate behavioral objectives are presented for special education students and those in kindergarten through eighth grade. These objectives cover the following major areas: Manufacturing, Power, Transportation, Construction, and Communication. (Author/HD)

ED 132 401 CE 009 192

Vocational Education Curriculum Specialist (VECS). Seminar 1: Authority Roles. Seminar 2: Leadership Styles. Field Experience: Internship Program. Seminars/Field Experience. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—117p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Field Experience Programs, Higher Education, Instructional Materials, Instructional Programs, *Internship Programs, Learning Modules, Post Secondary Education, Specialists, Study Guides, Teacher Education, *Teacher Seminars, *Vocational Education

This seminars and field experience module is a part of a set of 22 modules designed to train vocational education curriculum specialists (VECS). It contains three sections: Seminar I, Authority Roles and the Curriculum Specialist in Vocational Education; Seminar II, Leadership Styles and Functions of the Curriculum Specialist in Vocational Education, and section three, a field experience (internship) program. Both Seminar I and Seminar II contain three headings: (1) Organization and Administration, which includes guidelines for using the seminar, overview and rationale, goals and objectives, and a list of references used to develop the seminar content, (2) Study Assignments and Activities, which provides a list of suggested research problems for students and a possible format and agenda for each class session, and (3) Lecture Notes and Discussion Questions, which contains a synthesis of information in relation to each stated goal and objective with associated discussion questions. The field experience (or internship program) section covers overview and rationale, responsibilities, placement, intern contract, intern conferences, evaluation, and suggested programs (project design and administration, operation of school programs, evaluation of school programs, educational research and development, and state, regional, and Federal program supervision). (HD)

ED 132 402 CE 009 193

Vocational Education Curriculum Specialist (VECS). Module 1: Important Differences among Learners. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—77p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, Higher Education, *Individualized Instruction, Instructional Materials, Instructional Programs, Learning, *Learning Characteristics, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on characteristics of individual learners and how they relate to learning, ways of studying individual learners, and ways of providing for individual differences in vocational education programs. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 403 CE 009 194

Vocational Education Curriculum Specialist (VECS). Module 2: Learning Processes and Outcomes. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—76p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Planning, Higher Education, Instructional Materials, Instructional Programs, Learning, Learning Modules, *Learning Processes, Learning Theories, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on how knowledge of learning concepts can be applied in the planning of vocational instruction, what steps take place in an act of learning and why each step is important, and the importance of learning outcomes (verbal information, intellectual skills, cognitive strategies, attitudes and motor skills). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 404 CE 009 195

Vocational Education Curriculum Specialist (VECS). Module 3: Applying Knowledge of Learning Processes and Outcomes to Instruction. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—98p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Classroom Environment, *Curriculum Development, *Educational Objectives, Group Instruction, Higher Education, Individualized Instruction, Instructional Design, Instructional Materials, Instructional Programs, Learning Modules, *Learning Processes, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on influences affecting vocational education objectives and how they are determined at the classroom level; classroom conditions that support each type of learning outcome; course planning to establish learning conditions; and delivery of instruction to meet individual needs (assumptions underlying group instruction and individualizing vocational education). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V. Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 405 CE 009 196

Vocational Education Curriculum Specialist (VECS). Module 4: Assessing Manpower Needs and Supply in Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—103p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Economic Research, Higher Education, Instructional Materials, Instructional Programs, Labor Supply, Learning Modules, *Manpower Needs, *Needs Assessment, Post Secondary Education, *Research Methodology, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the types of manpower and economic analyses used in vocational education, the use of a variety of sources of employment statistics that directly affect the planning of vocational education programs, and techniques for conducting manpower needs analyses. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 406 CE 009 197

Vocational Education Curriculum Specialist (VECS). Module 4: Organization of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—105p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Administrative Organization, Colleges, *Curriculum Development, *Delivery Systems, *Financial Support, Higher Education, Institutional Role, Instructional Materials, Instructional Programs, Learning Modules, *Policy Formation, Post Secondary Education, School Role, Secondary Education, Secondary Schools, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on administrative organization and funding of vocational education at Federal, State, and local levels; secondary and postsecondary schools and other agencies and organizations that provide vocational education; and the functions and responsibilities of national, State, and local advisory committees. Part III, Group and Classroom Activities, suggests classroom or group activities and discussion questions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II, and responses to the student self-checks. (HD)

ED 132 407 CE 009 198

Vocational Education Curriculum Specialist (VECS). Module [illegible]. Laying the Groundwork for Vocational Education Curriculum Design. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—116p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Planning, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Needs Assessment, Post Secondary Education, *Program Improvement, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on a pre-planning process for vocational education programs, preliminary investigation and proposals for initiating a new or improved vocational education program, and appropriate curriculum approval procedures. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 408 CE 009 199

Vocational Education Curriculum Specialist (VECS). Module 6: The Preparation of Vocational Educators. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—85p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Curriculum Development, Educational Principles, Educational Trends, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, *Teacher Certification, *Teacher Education, Teaching Methods, *Vocational Education, *Vocational Education Teachers

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on background, characteristics, and principles of vocational education; certification of vocational educators; the needs for improvement in the preparation and certification of vocational education teachers; and trends in vocational teacher education (performance-based teacher education, microteaching, the cooperative occupational preteaching experience program (COPE), education for curriculum specialists, and leadership development programs). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 409 CE 009 200

Vocational Education Curriculum Specialist (VECS). Module 7: Derivation and Specification of Instructional Objectives. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—87p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Curriculum Development, *Educational Needs, *Educational Objectives, Higher Education, Instructional Materials, Instructional Programs, Job Analysis, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Task Analysis, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on the performance of the necessary preparatory steps for systematic derivation of instructional objectives (job description, task analysis, target population, etc.) and the specification of instructional objectives. Part III, Group and Classroom Activities, suggests classroom or group activites and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 410 CE 009 201

Vocational Education Curriculum Specialist (VECS). Module 8: Development of Instructional Materials. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9286
Note—96p.; For related documents see CE 009 129-136 and CE 009 192-206
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Course Organization, *Curriculum Design, *Curriculum Development, Educational Objectives, Educational Strategies, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Lesson Plans, *Material Development, Post Secondary Education, Secondary Education, Specialists, Study

Guides, Teacher Education, •Teaching Methods, •Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classrooom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on selecting instructional strategies (teaching methods and media devices) for accomplishing instructional objectives, and organizing instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 411 CE 009 202

Vocational Education Curriculum Specialist (VECS). Module 9: Testing Instructional Objectives. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—99p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Achievement Tests, Behavioral Objectives, •Criterion Referenced Tests, •Curriculum Development, •Educational Assessment, •Educational Objectives, Evaluation Methods, Instructional Materials, Instructional Programs, Learning Modules, Learning Processes, Measurement Techniques, Post Secondary Education, Program Evaluation, Secondary Education, Specialists, Student Evaluation, Study Guides, Teacher Education, Test Construction, Testing, •Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the concept of criterion-referenced measurement within the framework of educational evaluation, selecting approaches/techniques for assessing student achievement of instructional objectives in the three domains of learning, and developing an evaluation plan and constructing test instruments for measuring student achievement of instructional objectives. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 412 CE 009 203

Vocational Education Curriculum Specialist (VECS). Module 11: Introducing and Maintaining Innovation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—84p.; For related documents see CE 009 129 136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—•Change Agents, •Curriculum Development, •Educational Change, •Educational Innovation, Higher Education, Instructional Innovation, Instructional Materials, Instructional Programs, Learning Modules, Models, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, •Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the process of dissemination, implementation, and utilization as a process of change in the educational community, and how a change agent can organize his work so that successful innovation will take place. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 413 CE 009 204

Vocational Education Curriculum Specialist (VECS). Module 12: Managing Vocational Education Programs. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—96p.; For related documents see CE 009 129-136 and CE 009 192-106

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—•Class Management, Classroom Techniques, •Curriculum Development, Educational Strategies, Higher Education, •Instructional Design, Instructional Materials, Instructional Programs, Learning Modules, Management Systems, Post Secondary Education, •Program Administration, Secondary Education, Specialists, Study Guides, Teacher Education, •Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on development of an administrative management plan for a new course and on a variety of classroom management systems. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 414 CE 009 205

Vocational Education Curriculum Specialist (VECS). Module 13: Basic Concepts in Educational Evaluation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—74p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—•Curriculum Development, •Curriculum Evaluation, Educational History, •Evaluation Criteria, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, •Program Evaluation, Secondary Education, Specialists, Study Guides, Teacher Education, •Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on educational evaluation in retrospect (historical antecedents), terminology used in educational evaluation, the education and role of the evaluation specialist, the different conceptions of educational evaluation and the purposes for which it is conducted, and criteria used in evaluating vocational education programs and instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 415 CE 009 206

Vocational Education Curriculum Specialist (VECS). Module 15: Procedures for Conducting Evaluations of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9286

Note—120p.; For related documents see CE 009 129-136 and CE and CE 009 192-206

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Program Evaluation, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the various purposes and components of decision-facilitation evaluations, the roles of the evaluator, the development or use of appropriate criteria and methodology for decision-facilitation evaluations, and the methods for preparing decision-facilitation evaluation plans and reports. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 416 CE 009 213

Barrington, Thomas L. And Others

Elementary Industrial Arts Curriculum Guide. Grades K-8 & Special Education. Revised.

Bertie County Public Schools, N.C.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Sep 70

Note—144p.; For a related document see CE 009 190

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Course Content, Curriculum Guides, Elementary Education, *Industrial Arts, *Industrial Education, *Learning Activities, Learning Experience, Psychomotor Skills, *Skill Development, Special Education, Supplementary Textbooks, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, North Carolina

Elementary textbooks containing references to technology and the Industrial society form the base for this curriculum guide, which is designed to assist teachers in a more effective method of using these references for the benefit of students. A brief course outline and suggested projects involving power, transportation, communications, manufacturing, and construction, are offered for special education students. Manufacturing activities are suggested for the kindergarten level. For each grade, 1 through 8, the guide provides, using a column format, specific topics of study, with each topic including references, and suggested activities. The reference indicates a book listed in the textbook bibliography for that grade. Other references to the same topic are also listed and are included in the bibliography. Topics include communications, construction, manufacturing, transportation, power, services, and pollution. Safety rules in industrial arts are discussed; descriptions are provided for tools and their use. A partially annotated section on resource materials is included, listing books, pamphlets, magazines, films, and field trip contacts. (TA)

ED 132 417 CE 009 225

Irvin, Jesse L.

On the Path to Better Living.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—210p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Banking, *Business, Business Education, Business Subjects, *Daily Living Skills, *Economics, Instructional Materials, Labor Unions, Lesson Plans, Money Management, Planning, Secondary Education, *Student Development, *Systems Concepts, Taxes, Vocational Education

Identifiers—United States

The purpose of this course of study is to improve economic citizenship through the study of the business and economic environment. Topics cover a wide range and are divided into twelve major units with lesson plans for each: Unit I-Our Economic World, Unit II-Our Economic System, Unit III-Economic Risks and Insurance, Unit IV-Money Management, Unit V-Our American Tax System, Unit VI-Planning Your Future, Unit VII-Using Credit Wisely, Unit VIII-Banks and Banking Services, Unit IX-Labor and Labor Unions, Unit X-Transportation, Unit XI-Communication, and Unit XII-You and the Law. A bibliography is appended. (HD)

ED 132 418 CE 009 226

Grubb, Francine

Basic Business: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—72p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, NJ 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, *Business Skills, *Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, Job Skills, Lesson Plans, *Office Occupations Education, Secondary Education, Special Education, Special Programs, Teaching Guides, Vocational Education

This teacher's guide on basic business is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. (The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture.) Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 53 lesson plans. Examples of the lesson plan topics are the world of business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM selectric typewriter, rules for using numbers, fluid duplicator, photocopying, thermofax, velo-binder, dictating machine, typing letters, cash register, running the VICA store, the library aide, field trips, and jobs for the school. (HD)

ED 132 419 CE 009 227

Grubb, Francine

Beauty Culture: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—107p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Exploration, *Cosmetology, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Vocational Education

This teacher's guide on beauty culture is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, food, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand-manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice. (HD)

ED 132 420 CE 009 228

Grubb, Francine

Hospitality: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—27p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Hotels, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Unskilled Occupations, Vocational Education

This teachers' guide on hospitality is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. The foreword indicates that objectives are (1) to assess students so that at the end of the orientation year they can be mainstreamed into a regular vocational shop area and (2) to acquaint them with specific types of employment in a particular trade or industry. Each guide contains class lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 10 lessons in the hospitality unit, are (1) The Hotel-Motel Business, (2) How to Load a Maid's Cart, (3) Entering the Guest's Room and Making Entry Inspection, (4) How to Begin Cleaning, (5) Cleaning the Bathroom, (6) Making the Bed, (7) The Vacuum Cleaner and Basic Dusting Procedures, (8) Cleaning the Bedroom Area, (9) Making a Final Inspection, and (10) Visitation of a Hotel-Motel Facility. Charts and masters for projectuals are also included. (HD)

ED 132 421 CE 009 230

Grubb, Francine

Laundry: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—83p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.00 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Unskilled Occupations, Vocational Education

Identifiers—*Laundry Services

This teacher's guide on laundry is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 12 lessons in the laundry unit are (1) Laundry Work, (2) What Do We Wash?, (3) Selecting Washable Clothing, (4) Sorting and Pretreating, (5) Soaps and Detergents, (6) Enzymes and Bleaches, (7) Water Softening Agents and Fabric Softeners and a Quiz on Laundering, (8) Starches and Fabric Finishes, (9) Reading Package Directions and Using Correct Water Temperatures, (10) Your Washer and Choosing the Correct Wash Action, (11) Rinsing and Drying; Hand Laundering, and (12) The Laundry Slip and Laundry Unit Test. Charts and masters for projectuals are also included. (HD)

ED 132 422 CE 009 231

Grubb, Francine

Sewing: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—87p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Seamstresses, Secondary Education, Semiskilled Occupations, *Service Occupations, *Sewing Instruction, Special Education, Special Programs, Teaching Guides

This teacher's guide on sewing is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains daily lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 30 lessons in the sewing guide are (1) Introduction to Sewing, (2) Hand Sewing Fundamentals, (3) Buttons and Fasteners, (4) Basting, (5) Backstitching and Overcasting, (6) Hemming, (7) Decorative Stitching, (8) Hand Sewing Project, (9) The Sewing Machine, (10) Threading the Machine, (11) Winding the Bobbin, (12) Practice Sewing on Paper, (13) Sew a Straight Seam, (14) Sew a Curved Seam, (15) Using the Throatplate Guides, (16) Backtacking and Topstitching, (17) French Seam, (18) Pattern Envelope, (19) Identification and Alteration of Pattern Pieces, (20) Guides for Layout and Cutting, (21) Cutting and Sewing Directions, (22) Guides for Construction, (23) How to Cut and How to Mark, (24) Your Personal Measurement Chart, (25) Comparison of Patterns, (26) Making Darts, (27) Zipper, (28) Buttonholes, (29) Repair Sewing, and (30) Project. Charts, masters for projectuals, and a short-answer sewing test are also included. (HD)

ED 132 423 CE 009 232

Grubb, Francine

Foods: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 76

Note—205p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, Food Service Occupations, *Foods Instruction, *Handicapped Students, Instructional Materials, *Job Skills, *Lesson Plans, Secondary Education, Special Education, Special Programs, Teaching Guides

This teacher's guide on foods is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the foods unit, references, charts and masters for projectuals, recipes, and 48 lesson plans. Examples of the topics covered in the lesson plans are safety rules of the kitchen, following a recipe, use and care of equipment, rules about measuring, nutrition, special diets, food occupations, how to buy and serve fruits, cereals, eggs, bread making, cake baking, puddings, jello, salads, sandwiches, planning a breakfast menu, and preparing a luncheon. (HD)

ED 132 424 CE 009 236

Tindall, Lloyd W., Comp. And Others

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1976-1977. Post Secondary Programs Only.

State Univ. of New York, Binghamton. Center for Social Analysis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—76

Note—84p.; For a related document see CE 008 452

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Disadvantaged Groups, Educational Programs, *Handicapped, *Occupational Guidance, *Occupational Home Economics, Program Descriptions, *Special Programs, Vocational Counseling, *Vocational Education

Identifiers—Wisconsin

This document contains information on the vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 17 vocational technical and adult education districts to provide services to special needs students. It is designed to assist teachers and administrators in the Vocational, Technical and Adult Education (VTAE) system in identifying and sharing common areas of interest as they provide services to students. Both sections, Section I, Disadvantaged and Handicapped Occupational Programs, and Section II, Consumer and Homemaking Education Programs for Disadvantaged and Handicapped, list project/program entries by district and categorize each according to pre-vocational, supportive service, or curriculum areas. Each entry includes a descriptive title, location (address and telephone number), information and administrative contact, type of handicapped student served, and a brief program description. The index provides a quick reference for the identification of programs by area. (HD)

ED 132 425 CE 009 237

Vocational-Technical Periodicals for Community College Libraries. Revised Edition. Choice Bibliographical Essay Series, No. 4.

Association of Coll. and Research Libraries, Chicago, Ill. Junior Coll. Libraries Section.

Pub Date—76

Note—44p.

Available from—Choice Magazine, 100 Riverview Center, Middletown, Connecticut 06457 ($6.95)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Junior College Libraries, Junior Colleges, Library Guides, *Periodicals, Resource Guides, *Technical Education, *Vocational Education

Designed as a periodical selection tool to aid community college librarians in developing a periodical collection for new or expanding vocational-technical programs within their own colleges, this bibliography lists periodical titles that represent the combined holdings of representative community college libraries all over the county. Major program headings are (1) Agricultural and Natural Resources Programs; (2) Allied Health and Related Programs, (3) Applied Arts Programs; (4) Business Office, and Related Programs, (5) Engineering Technology and Related Programs, and (6) Public Services and Related Programs. Periodical titles (including address and the name of any abstracting and indexing services cited in the publication) are listed under 98 different vocational-technical program headings within the six major program headings. It is noted that the listing is not intended to be all-inclusive or evaluative for the curriculum listed. (WL)

ED 132 428 CE 009 255

Hoyt, Kenneth

Career Education for Special Populations. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—26p.; For these papers as separate documents see ED 108 431, ED 109 459, and EC 090 986

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01612-5, $0.45, minimum charge $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Definitions, *Educational Needs, Educational Problems, Elementary Secondary Education, Employment Opportunities, Employment Potential, Exceptional Child Education, *Gifted, *Handicapped Students, *Low Income Groups, *Minority Groups, Needs Assessment, Student Development, Work Attitudes

The three papers included in this monograph represent attempts on the part of the Office of Career Education to face the need for improving delivery of career education to special portions of the population. The first paper, "Career Education for Minority and Low-Income Persons," states that for this segment of the population, career education has been a matter of over-promise and under-delivery. Promises and problems are discussed in three categories: (1) Conceptual assumptions of career education, (2) process assumptions of career development, and (3) programmatic assumptions of career education. The second paper, "Career Education for Gifted and Talented Persons," discusses some of the special problems involved in developing career education programs for gifted and talented students, such as career decisionmaking, the development of talent, and work experience. In the third paper, "Career Education and the Handicapped Person," statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited to emphasize the need for making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from a wide range of personally meaningful work opportunities and emphasis on accomplishments and discovery of an individual's talents rather than his limitations. (TA)

ED 132 429 CE 009 260

Kane, Roslyn D. And Others

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume I–Narrative Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 76

Contract—300-75-0183

Note—189p.; For a related document see CE 009 261

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Agricultural Occupations, *Area Vocational Schools, *Career Choice, Decision Making, Demography, Distributive Education, Educational Research, *Females, Health Occupations, *Motivation, National Surveys, Nonprofessional Personnel, Occupational Choice, Occupational Home Economics, *Occupations, Office Occupations, Post Secondary Education, Role Conflict, Sex Role, Sex Stereotypes, Social Influences, Student Characteristics, Teacher Influence, Technical Occupations, Trade and Industrial Education, Vocational Education, Womens Education

This main volume of a two-volume final report presents findings of a national study of women students in area vocational-technical schools comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Chapter headings are (1) Introduction, (2) Executive Summary: Major Findings and Implications, (3) Demographic Characteristics of Students, (4) Educational Personnel, (5) Persons Influencing Decision-Making, (6) Impact of Counseling Methods and Techniques, (7) Relevance of High School Preparation, (8) Motivational Factors, (9) Problems and Difficulties of Women in Non-Traditional Vocational Training, (10) Employment of Students, (11) Alternative Occupations Considered by Women, and (12) Women in "Mixed" Vocational Training. The appendixes contain methodology and methodological tables, questionnaires, glossary, and statistical symbols. (Supplementary tables are in the second volume.) (HD)

ED 132 430 CE 009 261

Kane, Roslyn D. And Others

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume II–Back-Up Tables.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 76

Contract—300-75-0183

Note—102p.; For a related document see CE 009 260

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Career Choice, Educational Research, *Females, National Surveys, Occupations, Post Secondary Education, *Tables (Data), *Vocational Education

This supplementary volume presents back-up tables of data for each chapter of Volume I, which is the narrative report of a study of women in two-year area vocational-technical school programs comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Back-up tables in this volume are keyed to the summary tables in Volume I by chapter and table number. (HD)

ED 132 432 CE 009 268

Brown, Randall S. And Others

Measuring Wage and Occupational Discrimination: A Comprehensive Approach. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Aug 76

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Employment Level, *Employment Patterns, Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), Females, Labor Problems, Males, *Mathematical Models, Measurement, *Salary Differentials, *Sex Discrimination, Wages, Working Women

Many economists have tried to explain existing wage differentials between men and women. A new approach compares the relative importance of occupational discrimination with that of wage discrimination. This model allows for variation both in occupational distribution and in wages resulting from differences in job qualifications and productivity indicators. It was demonstrated that the usual approach to wage discrimination is a special case of this general model with some restrictive implicit assumptions. A multinomial logit model was used to stimulate the occupational distribution of women that would exist if they faced the same structure of occupational determination as men. Results indicate that there would be more women in managerial and skilled labor jobs and fewer women clerical and service workers. Wages were then estimated as a function of productivity measures for men and women in each occupation so that the components of the wage differential could be calculated. Results indicate that almost the entire differential could be eliminated by ending both forms of discrimination, with occupational discrimination accounting for one-third to one-half of the differential and pure wage discrimination the remainder. (WL)

ED 132 433 CE 009 270

Fligstein, Neil Wolf, Wendy

The Impact of the Censoring Problem on Estimating Women's Occupational Attainment Equations. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Inst. of General Medical Sciences (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date—76

Contract—5T01GM01526-10;

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Employment Experience, *Employment Opportunities, *Employment Patterns, *Equal Opportunities (Jobs), Family Influence, *Mathematical Models, Measurement Techniques, Research, Sex Discrimination, Statistical Analysis, *Working Women

Since research on sex differences in occupational attainment suggests that working men and women attain essentially the same mean level of occupational attainment and do so through quite similar processes, the censoring problem as a potential source of bias in estimating equations for these comparative occupational attainments is investigated. (The censoring problem is defined as a sampling problem in that the sample of working women contains an overrepresentation of successful women, since women who can afford not to work will stay out of the labor force unless they find a job commensurate with their education.) After reviewing and rejecting some alternatives that could correct this problem, a model (developed from an extension of Heckman's set of equations that relate to women's occupational characteristics) is presented for obtaining the structural parameters for the whole female population by accounting for the censoring problem. The censoring problem was found to be minimal and not a reasonable explanation for the apparent similarities between men and women in the process of occupational attainment. It was concluded that before accepting the finding of sexual equality in occupational rewards, the following possibilities should be explored: (1) That the model is misspecified and if certain variables (for example, the status of first job) were included, the process of occupational attainment for the sexes would differ, and (2) that certain dimensions of sexual inequality in occupational rewards are not being tapped by the concept, occupational status. (TA)

ED 132 434 CE 009 278

Gilli, Angelo C., Sr.

The Annual Pennsylvania Conference on Postsecondary Occupational Education: Articulation in Vocational Education (7th).

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date—Jun 76

Note—192p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Articulation (Program), Associate Degrees, Bachelors Degrees, College Credits, *Community Cooperation, Community Services, Conference Reports, Cooperative Programs, Followup Studies, *Interinstitutional Cooperation, *Post Secondary Education, Technical Education, Urban Areas

Papers generated by and for a conference on articulation between various types of postsecondary institutions and between institutions and the world of work are presented in this monograph. (1) Articulation: A Multipersonal Affair, (2) Interinstitutional Efforts and Cooperation in Meeting Postsecondary Vocational Education Needs, (3) Articulation in an Urban Setting, (4) Is Articulation for Real? (5) Articulation Through Community Services, (6) The Role of Competency-Based Instruction in Teacher Preparation, (7) The Role of Follow-up Studies in Articulation, (8) An Occupational Assessment Model: Instructional Accountability from Three Angles, (9) Assessment and Credit Granting for Out-of-School Learning, (10) Improving Articulation in Vocational and Technical Education: Uses of Evaluative Research, (11) Problems Related Articulation Between Associate Degree and Baccalaureate Degree Nursing Programs, and (12) Competency-Based Education: A Dissection. An evaluation of the conference is presented in the final section. The appendixes contain the conference evaluation questionnaire, conference format and speakers, registration list, and advisory committee. (HD)

ED 132 435 CE 009 280

Bell, T. H.

The Place of Vocational Education in Higher Education: Implications for Educational R&D. Distinguished Lecture Series, No. 4.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—76

Note—9p.; Speech presented at a staff development seminar, Center for Vocational Education, The Ohio State University, Columbus, Ohio

Available from—Center for Vocational Education Publications, 1960 Kenny Rd., Ohio State University, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Higher Education, *Institutional Role, Research Needs, Speeches, *Vocational Education

Half of this paper is the text of a lecture on the role of the university in job-related education in which the author suggests what universities ought to learn from vocational education. Pointing out that the challenge goes deeper than vocational or professional education, he challenges universities to have an eye for theory and practice, an eye for student career decisions and job prospect trends, an eye for the values of the liberal arts, and an eye for trends and directions in many advanced and complex professional fields. He contends that allegations that colleges and universities are flooding the job market with people with unusable college degrees are unfounded, but notes that vocational education establishments tell their story well by keeping better records on their graduates and what they are doing. The second half of the paper consists of the author's answers to four questions from the audience of educational research and development personnel. (HD)

ED 132 436 CE 009 281

Davis, Otto A. And Others

A Study of the Pittsburgh Plan. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. School of Urban and Public Affairs.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—DLMA-21-42-74-20-1

Pub Date—76

Contract—DL-21-42-72-20

Note—253p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Affirmative Action, *Apprenticeships, *Construction Industry, Cost Effectiveness, Job Placement, Job Training, *Labor Unions, Manpower Development, *Minority Groups, Negro Employment, Negroes, On the Job Training, Program Costs, Program Development, *Program Effectiveness, Program Evaluation, *Recruitment, Unskilled Workers

Identifiers—*Pennsylvania (Pittsburgh)

The Pittsburgh Plan, a voluntary hometown plan designed to place minorities in local building trade unions, is described in detail from the perspective of its operations, its effectiveness in carrying out its purpose, and the individuals it serves. A benefit-cost analysis of the Pittsburgh Plan is presented. The significance of the results and its shortcomings are discussed and parametric variations on all significant parameters are performed to test its sensitivity. On the macro or program level, descriptive analyses are presented and alternate program structures derived. Analyses of the historical costs involved in all phases of the Pittsburgh Plan are performed and reported from different perspectives. On the micro level, attention is focused on the individual being served by this program. Multivariate statistical tools are used in analyzing such characteristics as seen to govern or indicate individual success. Based upon the results of analyses on both the individual level and the program level, alternate program structures and program content are explored. In order to permit easier and more explicit investigation of the ramifications of alternate program policies, structures, and content, two simple linear programing models are developed and their range of applicability demonstrated. A "weighted sum of benefit-cost ratios" criterion is used as another means of selecting alternate program recruitment and selection policies. (Author/WL)

ED 132 437 CE 009 282

Paolucci, Beatrice And Others

Women, Families and Non-Formal Learning Programs. Program of Studies in Non-Formal Education. Supplementary Paper No. 6.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—[76]

Note—112p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Economic Development, *Family Role, *Females, Foreign Countries, Human Development, Human Resources, International Studies, Literacy, *Nonformal Education, Program Development, *Program Planning, *Social Development

Directed to educators in both formal and nonformal systems, policy makers, program planners, and others concerned with social and economic development, this preliminary paper reports a study which examines the role of women and families in social and economic development with the purpose of presenting a family ecological framework for identifying the competencies needed by families to facilitate their social and economic functioning, which would in turn provide a basis for assessing needs and resources for determining non-formal education programs supportive to social and economic development at community and national levels. The report is based on a distillation and summary of primary information (discussions with university colleagues and international scholars), analysis of a considerable body of data which has been assembled and catalogued (published research reports, monographs, and policy statements prepared by governmental and non-government agencies), and a series of group discussions in the United States and Thailand. The four chapters are entitled (1) Family and Development, (2) Contributions of the Family to Human Resource Development: Non-Market Activities of Families, (3) Role and Status of Women in Social and Economic Development, and (4) Summary and Implications for Non-Formal Education Program Planners. A bibliography follows each chapter. (WL)

ED 132 438 CE 009 283

Buzzell, Charles H.

Productivity: Implications for Vocational Education. Occasional Paper No. 19.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Aug 76

Note—15p.; Speech presented at a staff development seminar, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Available from—Center for Vocational Education Publications, 1960 Kenny Rd., Ohio State University, Columbus, Ohio 43210 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Environment, *Educational Needs, *Productivity, *Program Development, Resource Allocations, Speeches, *Vocational Education

Half of this paper is addressed to the national phenomena of shrinking resources and expanding needs and their effect on society. After noting that increased productivity can be a major intervention factor in mitigating their effect, the author gives ideas about how vocational education can become increasingly productive and where it might begin. The second half of this paper consists of the author's answers to nine questions concerning the role of vocational education programs in relation to increased productivity, program planning, and program development. (HD)

ED 132 439 CE 009 284

Barlow, Esther M., Comp. Christensen, Maria S., Comp.

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports–1968 through 1975. Final Report for Period January 1968-December 1975.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-50

Pub Date—Oct 76

Note—223p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Programs, Educational Research, Job Skills, *Military Personnel, Occupational Information, Operations Research, *Program Descriptions, *Technical Reports

Identifiers—*Air Force

A listing of technical reports (1968 through 1975) dealing with personnel and training research conducted by the Air Force Human Resources Laboratory (AFHRL) is presented in this bibliography. (The research has been conducted by professional personnel representing a variety of disciplines, including psychologists, operations research specialists, mathematicians, computer analysts, economists, electronic engineers, aeronautical engineers, and technical support personnel.) The table of contents provides a grouping of the research by year. Five indexes are appended: Personal Author, Civilian Corporate Author, Project, Title, Division, and Keyword. (Author/HD)

ED 132 440 CE 009 312

Lee, Jasper S., Comp.

A Reference Unit on the Meaning and Importance of Agribusiness.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date—74

Note—32p.; For a related document see CE 007 709

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, Agricultural Trends, *Concept Formation, Secondary Education, *Systems Concepts, Vocational Education

Developed in an attempt to clarify the concept of agribusiness and intended for use with its companion document, "Teaching the Meaning and Importance of Agribusiness," this manual is designed to assist youth in understanding the magnitude of agribusiness, and shows that agribusiness involves the removal of traditional farm functions to off-farm sites. To aid in understanding the meaning, nature, and importance of agribusiness, the manual addresses the following questions in separate units: What is agribusiness? How is agribusiness related to agriculture? What is the "chain of agribusiness"? How did agribusiness evolve? How can the evolution of agribusiness be depicted? What contributed to the evolution of agribusiness? How important is agribusiness? and What are some terms that are used in describing agribusiness? A selected bibliography and sources of additional information are appended. (HD)

ED 132 441 CE 009 375

Industrial Arts Performance Objectives, 1976. Four Clusters: Construction Technology, Graphic Communication Technology, Manufacturing Technology, Power and Energy Technology.

Spons Agency—Michigan Industrial Education Society, Inc.; Michigan State Dept. of Education, Lansing.

Pub Date—76

Note—210p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), Graphic Arts, *Industrial Education, Manufacturing, Power Mechanics, Secondary Education, Skill Development, Technical Education, *Training Objectives, Vocational Education

This compilation of objectives was prepared by 35 industrial education teachers in the state of Michigan. It is indicated that these performance objectives should not be viewed as complete course objectives but rather as a listing of objectives which can be used where appropriate. After an introductory section, providing a general outline of a school safety program for the industrial arts school shop or laboratory, objectives are presented for 10 subareas grouped in four clusters: (1) Construction Technology (Residential Architectural, Wood Technology); (2) Graphic Communication Technology (Graphic Arts, Design and Sketching, Mechanical Drawing); (3) Manufacturing Technology (Metal Technology, Plastic Technology); and (4) Power and Energy Technology (Electricity-Electronics, Small Engines). A listing of required tools and equipment is provided for each performance objective. The appendixes contain the lists of writers, reviewers, and the editing group; the Michigan Safety Standards List; and a safety inspection checklist. (WL)

ED 133 418 CE 007 522

Dalton, Delmer Carpenter, Bruce

Electric Motors. An Instructional Unit for High School Teachers of Vocational Agriculture.

Curriculum Development Center of Kentucky, Lexington.

Report No.—VT-103-428

Pub Date—74

Note—66p.; For related documents see CE 007 522-524

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agricultural Engineering, *Agricultural Machinery, Behavioral Objectives, Curriculum Guides, *Electric Motors, Secondary Education, Teaching Guides, Units of Study (Subject Fields), *Vocational Agriculture, Vocational Education

Designed as a 3-week course of study in the agricultural mechanics curriculum to be taught at the junior or senior high school level, this unit on electric motors is divided into 11 major performance objectives. Each objective is subdivided into the areas of content, suggested teaching and learning activities, resources, and evaluation. Topics for the 11 sections are (1) Electric theories and terms, (2) basic principles of electric motor operation, (3) major characteristics of electric motors, (4) major types of electric motors, (5) selection of proper motors for work situations, (6) selection of the correct motor drive, (7) selection of the correct motor pulley, (8) selection of V-belts, (9) selection of type of protective device or control, (10) wiring or hook-up of electric motors, and (11) servicing electric motors. Transparency masters illustrating the lessons are appended. (NJ)

ED 133 419 CE 007 524

Crowder, John Carpenter, Bruce

Fuels and Lubricants. An Instructional Unit for High School Teachers of Vocational Agriculture.

Curriculum Development Center of Kentucky, Lexington.

Pub Date—74

Note—48p.; For related documents see CE 007 522-524

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agricultural Engineering, *Agricultural Machinery, Behavioral Objectives, Curriculum Guides, *Fuels, *Lubricants, Secondary Education, Teaching Guides, Units of Study (Subject Fields), *Vocational Agriculture, Vocational Education

Designed as a 2-week course of study in the agricultural mechanics curriculum to be taught at the junior and senior high school level, unit on fuels and lubricants is divided into eight major performance objectives. Each objective is subdivided into the areas of content, suggested teaching and learning activities, resources, and evaluation. Topics for the eight sections are (1) importance of fuels and lubricants, (2) properties of fuels, (3) selecting fuels, (4) describing oils, (5) selecting oils, (6) selecting greases, (7) storing fuels and lubricants, and (8) changing oil and oil filter and greasing tractor. (NJ)

ED 133 420 CE 007 525

North, David S. Houstoun, Marion F.

The Characteristics and Role of Illegal Aliens in the U.S. Labor Market: An Exploratory Study.

Linton and Co., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 76

Contract—ETA-DOL-20-11-74-21

Note—330p.; Several tables may not reproduce well due to small, faint type

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Business Cycles, *Demography, Disadvantaged Groups, *Employment Experience, Government Role, *Illegal Immigrants, Labor Market, *Labor Problems, *Labor Supply, Occupational Surveys, Socioeconomic Influences, *Unskilled Labor

Identifiers—United States

Data on the characteristics and labor market experiences of illegal aliens in the U.S. work force were collected by voluntary interviews with 793 apprehended illegal immigrants who had worked at least two weeks in the U.S. From the resulting diverse collection of case histories, it was concluded that (1) illegal workers in the U.S. are likely to be disadvantaged persons with little education and few skills and employed in low-level jobs (Most reported employment as the primary motive for migration and sent an average of $105 a month to their homeland to help support an average of 4.6 people); and (2) since illegal workers are successful in finding low-level jobs due to work experience in their own countries, and appear to be highly motivated and productive, an increasing supply of illegal aliens is likely to depress the educational and skill level of the workforce, depress labor standards in the secondary sector, cause displacement of low-skill legal resident workers, and create a new class of disadvantaged workers. Data are provided for the survey respondents on demographic characteristics, work experience, backhome socioeconomic conditions, reasons for migration, and on their contact with various governmental systems. U.S. immigration policy and practices are discussed, as well as the role and impact of illegals on the U.S. labor market. Appended to the report are results of another survey of illegal immigrants and the interview schedule. (NJ)

ED 133 421 CE 007 530

Technical Education and Vocational Training in Central Africa. Feasibility Survey of the Regional Development of Rapid Vocational Training: Cameroon, Central African Republic, Chad, and Gabon.

Organization for Rehabilitation through Training, Geneva (Switzerland).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—VT-103-548

Pub Date—70

Note—277p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Developing Nations, *Educational Development, Educational Facilities, *Educational Needs, Feasibility Studies, Foreign Countries, Manpower Development, Manpower Needs, National Surveys, Needs Assessment, Program Proposals, *Regional Programs, *Technical Education, *Vocational Education, Vocational Training Centers

Identifiers—*Africa, Africa (Central), Cameroon, Central African Republic, Chad, Gabon

This final report is the result of a survey requested by the United States Agency for International Development (USAID) and undertaken by the Organization for Rehabilitation through Training (ORT) of four countries (Cameroon, Chad, Central African Republic, and Gabon) and a conference on vocational training sponsored by the Economic and Customs Union of Central Africa (UDEAC). Four parts are contained within the report. Part 1 consists of an introduction explaining the origins of the survey, how the conclusions were established, the purpose of the study, and the methodology used. General conclusions and recommendations are also included, together with an inventory of existing institutions in the region and a list of abbreviations. Part 2 deals with the project proposals, among which are the creation of (1) a regional center for the training of automation technicians, (2) a marine merchant school, (3) a training center for taxidermists, (4) a training center for computer programmers and analysts, (5) a training center for technicians in industry and education, (6) a technical teacher training institute, (7) hotel trade and hunting guide schools, (8) a training school for watch and instrument repair, and (9) an agricultural mechanics training center. Part 3 contains results of each survey, including facility inventories, manpower and training needs estimates, and conclusions and recommendations. The UDEAC conference report is found in part 4. (NJ)

ED 133 422 CE 007 531

Health Careers Planning Guide–Illinois. Second Edition.

Illinois Univ., Champaign.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—HRA-76-50; VT-103-445

Pub Date—Feb 76

Contract—N01-MB-24380

Note—300p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Career Planning, Employment Qualifications, *Health Occupations, Health Occupations Education, Job Analysis, *Nursing, *Occupational Information, Post Secondary Education, Resource Guides, Secondary Education, Vocational Counseling

Identifiers—*Illinois

This notebook of career counseling materials is a compilation of career information on nursing and the allied health fields. The first section provides general information useful in choosing a health career on such topics as career planning, career mobility, employment prospects, financial aid, terminology in health job titles, and an annotated bibliography of health career information. The major portion of the guide consists of career information on 66 health occupations organized under 11 occupational categories: Dental, dietary, administration, medical laboratory, medical machine services, medical practitioners and assistants, nursing, public health and health education, records and office services, rehabilitation, and other. Types of information provided for each health occupation include description of occupation, desirable personal qualities, educational requirements and list of Illinois educational programs, employment prospects, salary, career mobility, list of reading materials, addresses of professional organizations, and further sources of information. (NJ)

ED 133 423 CE 007 539

Walsh, John Breglio, Vincent J.

An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Education Programs and Follow-Up Study. Executive Summary.

Olympus Research Centers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-568

Pub Date—Mar 76

Contract—OEC-0-74-8718

Note—43p.; For related documents see CE 007 616-618

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Case Studies (Education), *Cooperative Education, Disadvantaged Youth, Economic Factors, Educational Assessment, *Educational Benefits, Followup Studies, Graduate Surveys, Instructor Coordinators, Job Placement, Minority Groups, National Surveys, Participant Satisfaction, Post Secondary Education, *Program Effectiveness, Relevance (Education), School Surveys, Secondary Education, Urban Education, *Urban Schools, Vocational Followup, *Work Experience Programs, *Work Study Programs

Identifiers—United States

Major purposes of the urban cooperative work education programs study were to assess the effectiveness of secondary and postsecondary cooperative education programs in the nation's hundred largest cities and to analyze the postprogram experiences of both participants and nonparticipants. Thirty case studies were compiled from 19 secondary and 11 postsecondary cooperative education programs located in cities. Interviews were conducted with 675 students participating in the 30 programs and with a cohort group of 774 vocational students not enrolled in the programs to compare their school and job experiences and satisfaction. More participants than nonparticipants had positive attitudes and were employed, with the postsecondary participants scoring higher in the satisfaction areas. In addition, a followup study of participants and nonparticipants in the 50 primarily nonurban programs studied in part I of the assessment study indicated that where comparable data were available the outcomes were approximately the same. Study conclusions were that the program populations of minority, disadvantaged, and average to below-average students were generally competent and well-motivated and had high job placement rates, except in cities with high unemployment. Major constraints to expansion of the cooperative programs were lack of a sufficient number of coordinators and adverse economic conditions. (The final report, which provides more detail, is available in three volumes.) (MF)

ED 133 424 CE 007 545

Elementary Accounting. A Programed Text. Revised. Edition Code-3.

Army Finance School, Fort Benjamin Harrison, Ind.

Pub Date—Apr 73

Note—159p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Accounting, Business Education, *Individualized Instruction, Instructional Materials, Programed Instruction, Programed Texts

This programed text is designed to teach the basic elements of the double entry system of accounting, including basic terms, procedures, definitions, and principles used. The text consists of frames, which are sequenced instructional steps and, in most cases, are composed of two parts. The first part states a fact or relates information and asks a question or specifies an action to be taken. The second part gives the correct answer to the question asked in the first part. The five chapters, each containing five or more frames, are Accounting Equation and Statements; Accounts and the Trial Balance; The Worksheet, Adjusting and Closing Entries; Depreciation, Bad Debts, Accrued and Deferred Items; and Special Journals. (SH)

ED 133 425 CE 007 580

Williams, John G.

Vocational-Technical Facility Planning Guide.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-103-537

Pub Date—76

Note—128p.

Available from—Director of Facilities and Equipment Control, Division of Vocational Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625 ($3.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Guides, Agricultural Education, Business Education Facilities, Distributive Education, *Educational Planning, *Facility Guidelines, Facility Inventory, *Facility Planning, Health Occupations Centers, Home Economics Education, Industrial Arts, *Technical Education, *Vocational Education, Vocational Training Centers

Designed for school administrators, teachers, advisory councils, and architects, this guide may be used in the planning or constructing of new comprehensive vocational facilities or in adding to and remodeling existing facilities. The guide contains information about general and specialized planning. The general planning information covers the areas of planning the facility, organizing an advisory committee, general building considerations, and planning the curriculum integrated facility. Special planning considerations for programs in agricultural/agribusiness, business and office occupations, distributive education, health occupations, home economics, industrial arts, and vocational technical education are presented in separate chapters for each discipline. The curriculum and other information necessary to enhance and support each of the seven specialized areas are also taken into consideration. (TM)

ED 133 426 CE 007 582

Diesel Engine Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Report No.—VT-103-436

Pub Date—[76]

Note—156p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Auto Mechanics, *Curriculum, Curriculum Guides, *Diesel Engines, Engines, *Equipment Maintenance, Industrial Arts, Job Skills, *Mechanical Skills, *Mechanics (Process), Post Secondary Education, Secondary Education, Teaching Guides, Technical Education, Trade and Industrial Education, Units of Study (Subject Fields)

Designed to prepare students to be engine mechanics working on automotive and large stationary diesel engines, this instructor's guide contains eight units arranged from simple to complex to facilitate student learning. Each contains behavioral objectives, a content outline, understandings and teaching approaches necessary to develop the content, including page references for selected textbooks, and review discussion questions and statements. Unit 1 presents an introduction to the parts and functions of the diesel engine, the use of basic hand tools, job safety, and the relationship between this course and perceived occupational goals. Cylinder heads and their function, analysis, removal, cleaning procedure and valve adjustment are the focus of unit 2. Engine removal, disassembly, and cleaning are discussed in unit 3. Engine parts inspection, unit 4, includes inspecting engines for cleanliness, cracks, and serviceability; determining reasons for part failure or wear; listing all parts requiring service; and listing and ordering replacement items. Unit 5 involves the student in engine part repair, reassembly and reinstallation. Engine accessories such as air conditioners, starting systems, fuel filters and others are examined in unit 6. Unit 7 concerns engine diagnosis and tuneup, and unit 8 focuses on injection systems and controls. Also included are a sample final examination, notes on using audiovisual materials and on preparing and using transparencies, a glossary, a directory of diesel engine and equipment manufacturers from which instructional materials are available, and a bibliography including lists of textbooks, reference books, pamphlets and charts, films, filmstrips and slides, film loops, transparencies and transparency masters. An appendix includes safety information, material on metric measurement, conversion charts, and worksheets. (TM)

ED 133 427 CE 007 600

Abstracts of Doctoral Dissertations: Agricultural Education. 1949-1971.

Illinois Univ., Urbana. Div. of Agricultural Education.

Report No.—VT-103-587

Pub Date—Sep 71

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Abstracts, *Agricultural Education, *Doctoral Theses

Identifiers—University of Illinois

Abstracts of 40 doctoral dissertations written by agricultural education graduates of the University of Illinois from 1949 to 1971 are compiled in this publication. Although abstract size and format varies with the individual dissertation, all abstracts include statement of purpose or problem, description of method, and presentation of findings and interpretation. Preface material notes that the 40 persons whose abstracts appear have served as professors of agricultural education, chairmen of departments of agricultural education and vocational education, deans, directors, and college presidents; that half of the group completed their degrees since 1965; and that all but three are still actively engaged in educational work. (NJ)

ED 133 428 CE 007 614

Business and Office Occupations. Curriculum Guide.

Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.

Report No.—VT-103-434

Pub Date—74

Note—756p.

EDRS Price MF-$1.33 HC-$40.85 Plus Postage.

Descriptors—Behavioral Objectives, *Business Education, Career Education, *Cooperative Education, Curriculum Guides, High School Curriculum, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Office Occupations Education, Secondary Education

This business and office occupations curriculum guide organizes modules of instruction into the four career clusters: Stenographic and secretarial, clerical, accounting and data processing, and preprofessional. Each cluster is comprised of related learnings for entry-level positions in a variety of business and office occupations. Information is provided for each cluster on function, job opportunities, training, duties, and personal traits. Each module of instruction contains activities for one to four levels of competency consisting of student performance objectives, measurement criteria, content outline, and learning activities. Appropriate grade level and approximate teaching time are also suggested. Modules are included for typing, shorthand, communication arts (five modules on language skills, listening, reading, oral communication, and writing), telephone techniques, job application, mailing process, reference sources, recordkeeping, bookkeeping, data processing, business math, adding and calculating machines, word processing, travel, business law, machine transcription, duplicating, human relations, filing and records management, and business organization. A separate section for cooperative office education contains modules on orientation, decisionmaking, and career exploration, along with a description of cooperative office education, suggestions for program development, public relations, followup and evaluation, and labor laws and minimum wage. Sample forms for use in cooperative office education programs are appended. (NJ)

ED 133 429 CE 007 616

Walsh, John Breglio, Vincent J.

An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Followup Study. Final Report. Volume 1: Overview of Thirty Urban Cooperative Education Programs.

Olympus Research Centers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—VT-103-569

Pub Date—Mar 76

Contract—OEC-0-74-8718

Note—242p.; For related documents see CE 007 539 and CE 007 616-618

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administrative Problems, Career Exploration, Case Studies (Education), *Cooperative Education, Disadvantaged Youth, Dropout Prevention, Economic Factors, Educational Assessment, Feasibility Studies, Followup Studies, Instructor Coordinators, Job Placement, Minority Groups, National Surveys, Participant Satisfaction, Post Secondary Education, Program Administration, Program Design, *Program Effectiveness, Relevance (Education), School Surveys, Secondary Education, Urban Areas, Urban Education, *Urban Schools, Vocational Followup, *Work Experience Programs, *Work Study Programs

The first of a three-volume final report, this portion presents an overview of the entire study, which was conducted to assess the effectiveness of secondary and postsecondary cooperative education programs in the nation's hundred largest cities and to analyze the postprogram experiences of participants and nonparticipants. (Volume 2 is a detailed analysis of the followup study and Volume 3 contains the individual case studies.) This volume is organized into six chapters: (1) Detailed description of the sample selection and an analysis of the programs nominated for inclusion in the case study sample, (2) a statistical summary of all data collected in connection with the assessment of urban cooperative programs, (3) a statistical summary of all data collected in conjunction with the followup study, an exploration of the administrative structures and program techniques used in connection with the 30 case study programs, (5) an analysis of the constraints limiting the initiation of cooperative education programs in urban areas and the possibilities for expansion, and (6) a summary of the study's findings, conclusions, and recommendations (available also as a separate document, the "Executive Summary"). (JT)

ED 133 430 CE 007 617

Breglio, Vincent J. And Others

An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Follow-Up Study. Final Report. Volume 2: Work Education Program Outcomes–A Twenty-Four Month Follow-Up Study.

Olympus Research Centers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—VT-103-570

Pub Date—Mar 76

Contract—OEC-0-74-8718

Note—175p.; For related documents see CE 007 539 and CE 007 616-618

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Exploration, Case Studies (Education), *Cooperative Education, Dropout Prevention, Dropout Programs, Educational Assessment, *Educational Benefits, Followup Studies, Graduates, Graduate Surveys, Instructor Coordinators, Job Placement, National Surveys, Participant Satisfaction, Post Secondary Education, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, Student Attitudes, Urban Areas, Urban Education, Urban Schools, *Vocational Followup, *Work Experience Programs, Work Study Programs

Identifiers—United States

This is the second of a three-volume final report of a study to assess the effectiveness of secondary and postsecondary cooperative education programs in the nation's hundred largest cities and to analyze the postprogram experiences of participants and nonparticipants. This volume presents the findings of the 24-month followup study of students formerly enrolled in the programs and their nonenrolled counterparts and compares the two groups. (Volume 1, an overview of the entire study, describes methodology and findings and Volume 3 contains the individual program case studies.) The 50 program sites included 30 occupational training (cooperative work education) programs, 14 dropout prevention programs, and 6 career exploration programs. The followup study team interviewed 803 former students who had participated in work education programs (and had been interviewed two years previously during part I of the study) and also 701 nonparticipating comparison students. Findings of the followup study are detailed in 46 tables and 2 figures, indicating employment status and stability, wage levels and job satisfaction, and comparisons. Data from this study are also compared with data collected by the National Center for Educational Statistics in a series of national longitudinal studies of the educational and vocational experiences of high school seniors. (MF)

ED 133 431 CE 007 618

Bryant, Theodore And Others

An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Follow-Up Study. Final Report. Volume 3: Thirty Case Studies of Urban Cooperative Education Programs.

Olympus Research Centers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—VT-103-571

Pub Date—Mar 76

Contract—OEC-0-74-8718

Note—266p.; For related documents see CE 007 539 and CE 007 616-618

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Case Studies, *Cooperative Education, Cooperative Programs, Educational Assessment, Instructor Coordinators, National Surveys, Participant Satisfaction, Post Secondary Education, *Program Administration, Program Descriptions, *Program Design, Program Effectiveness, School Surveys, Secondary Education, Urban Education, *Urban Schools, *Work Experience Programs, Work Study Programs

This third volume of the final report on urban cooperative work education programs contains summaries or case studies of the programs in 19 secondary and 11 postsecondary schools throughout the country. (Volume 1, an overview of the entire study, describes the methodology and findings, and Volume 2 is a detailed analysis of the followup study of program graduates.) The case studies provide general descriptions of the 30 sample programs and illustrate how the principles of cooperative education were adapted to particular goals, local education agencies, school structures, and specific urban problems. Statistical data is presented on student enrollments, completions, placement and followup information, and student interviews. Each case study is divided into two sections: (1) Program description (purpose, participants, setting, administration and organization, history, student eligibility, program structure, job development, instruction, and student evaluation) and (2) issues (coordinator counseling, promotion and public relations, advisory committee, work stations, career goals, and completion, placement, and followup). (JT)

ED 133 432 CE 007 620

Bell, T. H.

New Outlooks for Vocational Education.

Report No.—VT-103-560

Pub Date—76

Note—10p.; Speech presented at the Spring Joint Meeting of the National and State Advisory Councils on Vocational Education (Washington, D.C., May 6, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Agencies, Advisory Committees, *Agency Role, *Educational Legislation, *Educational Needs, *Educational Responsibility, Federal State Relationship, Government Role, Speeches, State Action, *Vocational Education

Identifiers—Vocational Education Amendments 1976

The accomplishments and activities of the National and State Advisory Councils, the implications of the Vocational Education Amendments of 1976, and opportunities and problems now facing vocational education are discussed. The author comments that the amendments (1976) are primarily concerned with defining the Federal role in vocational education, and that other legislative administrative efforts would include simplifying the administration of program funds, construction of additional facilities, and improved planning. Quality control, equal opportunity, data collection, teacher recruitment, and program effectiveness are recognized as major challenges facing vocational education. (TM)

ED 133 433 CE 007 622

Shriver, Edgar L. Hart, Fred L.

Study and Proposal for the Improvement of Military Technical Information Transfer Methods. Final Report.

Kinton, Inc., Alexandria. Va.

Spons Agency—Human Engineering Labs., Aberdeen Proving Ground, Md.

Report No.—VT-103-524

Pub Date—31 Dec 75

Contract—DAAD05-74-C-0783

Note—116p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Armed Forces, Cost Effectiveness, Educational Research, *Equipment Maintenance, Instructional Improvement, *Instructional Materials, *Manuals, *Material Development, *Mechanical Equipment, On the Job Training, Performance Specifications, Task Analysis, Technical Education

Identifiers—Army

Concepts currently used in conveying technical information about the operation and maintenance of equipment in the U.S. Army were investigated. The objective was to develop a more cost effective maintenance program by reducing personnel costs through a more effective software link between the hardware and maintenance personnel. The study objectives were organized into seven major tasks: (1) To identify new concepts for maintenance that hold promise for reducing the cost of equipment ownership, (2) to analyze the new concepts in order to identify the fundamental elements responsible for their effect upon maintenance cost, (3) to match fundamental elements to particular Army situations, evaluate their validity, and make cost projections, (4) to review the fundamental elements against the commodity systems and project the cost of ownership which could accrue through use of these elements to produce all Army technical manuals, (5) to prepare a specification which includes all the fundamental elements tailored to appropriate Army situations, (6) to prepare a sample manual based on the specification, and (7) to prepare a plan for testing the sample manual. This report summarizes interim reports for each of the seven tasks. (Author/NJ)

ED 133 434 CE 007 651

Tangman, Ruth S. And Others

Articulation: A Study by the National Advisory Council on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—VT-103-566

Pub Date—May 76

Note—66p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Advisory Committees, *Articulation (Program), *Educational Policy, Educational Programs, National Surveys, Post Secondary Education, *Program Coordination, *Program Effectiveness, Program Evaluation, Secondary Education, State School District Relationship, *Vocational Education

Identifiers—National Advisory Council on Vocational Education

This report presents the findings of the National Advisory Council on Vocational Education's (NACVE) national study of the degree to which public vocational education programs in secondary institutions are continuous with those in the same or closely related fields of postsecondary instruction. Methodology involved a survey of the 56 state advisory councils on vocational education of which 48 responded (85.7%). Conclusions, based on the survey responses and on a literature review, indicated that (1) there is planned articulation between secondary and postsecondary levels of instruction in slightly less than 40% of the responding states; (2) where granted, advanced placement is more often based on criteria other than completion of secondary vocational programs; (3) articulation occurs most frequently in programs in apprenticeable occupations, occupations requiring licensure, or those which might be continued at the higher education level; and (4) about 50% of the states have some form of statewide coordinating council, and about 60% have local coordinating councils involving representatives from both secondary and postsecondary vocational education administration. Based on report findings and conclusions, NACVE offers four recommendations, two for the U.S. Office of Education and two for State Advisory Councils on Vocational Education. Survey responses are summarized in tabular and narrative form, and the survey instrument and other project materials are appended. (MF)

ED 133 435 CE 007 766

Nelson, Robert E. And Others

Owning and Operating a Small Business. Strategies for Teaching Small Business Ownership and Management.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-440

Pub Date—Jun 76

Note—168p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, Business, *Business Administration, Business Education, Business Skills, Case Studies, *Curriculum, Curriculum Guides, *Learning Activities, *Management Education, Post Secondary Education, Secondary Education, Teaching Guides, Units of Study (Subject Fields), Vocational Education

Identifiers—*Small Businesses

To aid the teacher in providing instruction in small business ownership and management for students at the secondary, adult, continuing education, or community college levels, this curriculum guide contains 14 units, each consisting of introduction, objectives, content, and suggested activities. Suggested activities include projects, group dynamics, simulations, role playing, case studies, and assignments. A number of special activities included in each unit are categorized according to the areas of creativity and innovation, coping with change and competition, achievement motivation, problem-solving and decisionmaking, human relations ability, and developing a positive self-image. Most units contain at least one case study depicting a real-life business situation regarding the unit topic. Units are entitled (1) The Nature of Small Business, (2) Determining Product and Market, (3) Selecting the Location, (4) Obtaining Initial Capital, (5) Choosing the Legal Form of Organization, (6) Managerial Planning, (7) Recordkeeping, (8) Financial Management, (9) Credit and Collections, (10) Advertising and Sales Promotion, (11) Employee and Community Relations, (12) Obtaining Information and Assistance, (13) Insurance, and (14) The Future of Small Business. (NJ)

ED 133 436 CE 007 768

Phelps, L. Allen

Competency-Based Inservice Education for Secondary School Personnel Serving Special Needs Students in Vocational Education: A Formative Field Test Evaluation. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-519

Pub Date—30 Jun 76

Contract—OEG-00-750-0386

Note—401p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Curriculum Evaluation, Evaluation Criteria, Formative Evaluation, Higher Education, *Inservice Teacher Education, Instructional Materials, Learning Modules, Material Development, Performance Based Teacher Education, Program Descriptions, Program Effectiveness, Secondary School Teachers, *Special Education, Special Education Teachers, *Teacher Education Curriculum, Teaching Skills, *Vocational Education, Vocational Education Teachers

A detailed formative evaluation was conducted on a series of seven competency-based inservice modules designed for use by currently employed vocational and special educators. The topics of the module series focused on instructional development and on coordination of services and programming for special needs students in secondary programs. A series of major questions was developed which addressed the evaluation of the competencies included in the modules, formative interim evaluation, and product-outcome evaluation. Evaluation information was gathered from six separate sources: A panel of experts, field test participants, local program administrators, relevant documents, participant-observers, and the products developed by the field test participants. Formative evaluation data were gathered for each module and analyzed at three levels: Microanalysis, macroanalysis, and a more global assessment of the series and of selected aspects of the delivery systems used in the inservice field test. The report includes a literature review, description of methods and procedures, and presentation of findings with summary and recommendations. The appendix (one-third of the document) contains the various evaluation instruments, description of modules, and other related material. (NJ)

ED 133 437 CE 007 795

McCully, James S., Comp. And Others

A Reference Unit on Home Vegetable Gardening.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Report No.—VT-103-795

Note—132p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Agricultural Education, Harvesting, *Horticulture, Instructional Materials, Planting, Post Secondary Education, Reference Materials, Secondary Education, *Vocational Agriculture

Identifiers—*Vegetables

Designed to provide practical, up-to-date, basic information on home gardening for vocational agriculture students with only a limited knowledge of vegetable gardening, this reference unit includes step-by-step procedures for planning, planting, cultivating, harvesting, and processing vegetables in a small plot. Topics covered include plot selection, soil preparation, tools, selection of vegetable varieties, selection and ordering of seed, transplanting vegetables, planting the garden, care of the garden, and harvesting and processing. Appended material provides information about chemical weed control, insect identification and control, disease control, popular vegetable varieties, a list of seed companies, and notes on growing specific vegetables. The information is provided in question and answer format with numerous illustrations interspersed. (NJ)

ED 133 438 CE 007 797

Maley, Donald

Freedom, Professionalism, and Our National Heritage.

Pub Date—76

Note—15p.; Paper presented at the American Industrial Arts Association conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Freedom, *Individualism, Industrial Arts Teachers, Interaction, Speeches, *Teacher Responsibility, *Teacher Role, Teaching Quality

There is a need for the spirit of freedom in the teaching profession since in some respects the teacher's fulfillment is dependent upon the freedom that the teacher is willing and able to exercise in his/her profession. Teaching freedom means the opportunity to develop the potential for teaching excellence according to the teacher's individuality in dealing with the individual differences among the students. Many teaching institutions have generated robots, programed to follow precise directions for every aspect of educational programs with no individual thinking or judgment. Rigid, prescribed programs cannot exist where teachers understand and respect their freedom, and the persistent companion of freedom is responsibility. The teacher must see his acceptance of freedom in the light of the much larger dimension of human understanding. The competent professional soon realizes the fallibility of highly prescriptive programs for all students in a given class or grade level. He needs the freedom to design and deal with content toward the maximum individual development of each student. If the teacher is willing to give up this freedom and responsibility of decisionmaking, he should be aware of what he accepts in its place. (MF)

ED 133 439 CE 007 799

Messerschmidt, Dale H.

Industrial Arts in Special Education.

Report No.—VT-103-564

Pub Date—[76]

Note—13p.; Paper presented at the American Industrial Arts Association conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Responsibility, Elementary Secondary Education, *Handicapped Students, *Industrial Arts, *Special Education, Speeches, *Student Adjustment

The problem of teaching industrial arts to students with special educational needs is addressed. Some of the handicaps of special education students are considered, including retardation, sight, hearing, neurological, orthopedic, and gross motor problems, learning disabilities, emotional disturbances, and multiple handicaps. The prevocational industrial arts special education program in which the author is involved is described. Several individual problems concerned with students' academic, social, emotional, and physical handicaps are discussed, along with demonstrated methods of handling them. The author then looks at some usual industrial arts activities and compares special education achievement with achievement found in the normal classroom. Several practical suggestions are offered for choosing projects, planning activities, selecting materials, selecting and using tools, sequencing tasks, and eliciting student cooperation. The paper concludes by briefly describing fiscal and administrative support for the program and program evaluation. (NJ)

ED 133 440 CE 007 800

Yadon, James N. Steeb, Ralph V.

Materials Technology; 200 Years and the Future.

Pub Date—76

Note—21p.; Paper presented at the American Industrial Arts Association conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Education, Educational Responsibility, Energy, Historical Reviews, *Industrial Technology, Matter, *Production Techniques, Speeches, *Technological Advancement

Focus in this paper is on the importance of materials technology, the matter and energy crises, and the interrelatedness of our increasing need for materials, and the implications for education. Following a short history of what materials have done for man and what man has done with materials, particularly in the development of various metals and composites, from the earliest records to the space age, the author notes that it was mainly through the rise of education in this country that science and technology grew to have a profound effect on the national economy and that the rapid development of materials technology in the past 30 years is one of the primary reasons for such seeming impossibilities as jet passenger planes. He observes that this materials technology development is continuing and challenges educators to look carefully at processes now shaping our world and those expected in the near future, not just to keep abreast of technology but to teach it to those who must follow. (MF)

ED 133 441 CE 007 802

Umstattd, William D.

Manufacturing Education Curriculum Project.

Report No.—VT-103-523

Pub Date—76

Note—17p.; Paper presented at the American Industrial Arts Association Conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Curriculum Development, Educational Needs, Educational Research, Feasibility Studies, Industrial Arts, *Industrial Education, *Manufacturing, Models, Program Descriptions, Research Projects, Secondary Education, Senior High Schools, Technology, Vocational Education

Identifiers—Manufacturing Education Curriculum Project

The Manufacturing Education Curriculum Project's feasibility study concerned with industrial arts curriculum development in manufacturing for the senior high school level is described. The need for an industrial arts curriculum which meets and reflects present and future trends is discussed in the introduction, followed by a review of the organizational process and a listing of the objectives developed to facilitate the proposed project. Both the sources and the rationale which accompanied the curricular research and technological research are examined, resulting in the identification of 11 trends in the manufacturing process. Six courses, developed from a review of curriculum guidelines (based on research by educational theorists and technologists), project research, and proposed directions, are listed and described. These courses include (1) Introduction to Manufacturing Systems, (2) Metal and Non-Metal Processing, (3) Graphic Communication Material-Processing, (4) Producing and Servicing Electro/Mechanical Products, (5) Producing and Servicing Electrical/Electronic Products, and (6) Contemporary Manufacturing Problems. Parameters and Constraints Affecting the Course, Course Descriptions (including Organization, Management, and Evaluation Needs), and an outline of the conclusions based on project research are included. (TM)

ED 133 442 CE 007 805

Lauda, Donald P.

Technology as Content: Can Teacher Education Cope?

Report No.—VT-103-522

Pub Date—76

Note—19p.; Paper presented at the American Industrial Arts Association conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum, Curriculum Development, Educational Alternatives, Educational Needs, Futures (of Society), Higher Education, *Industrial Arts, *Industrial Arts Teachers, Industrialization, Instructional Improvement, *Instructional Innovation, *Teacher Education, Technological Advancement, *Technology

The argument for technology education and its relationship and relevance to teacher education courses is presented, and centers around three assumptions: (1) The term technology education can be defined, (2) technology has permeated our society, and (3) industrial arts education might not be able to withstand the complexities of a technological society. Viewpoints concerning the definition of technology education (assumption 1) are reviewed; the relevant consistencies among these definitions are enumerated, and a new definition is offered. Basic concern is then centered on the growth and expansion of technology in twentieth century United States and the implications that this has for industrial arts curriculum (assumption 2). It is noted that as a result of this growth, a need has developed for review of the directions that industrial arts has and will be taking (assumption 3). It is concluded that the responsibility for educational programs to reflect cultural trends and therefore technology exists, and that much of the apprehension would be dismissed if technology were considered a process rather than a thing. Also included in the paper is a rationale and outline of a technology education curriculum. (TM)

ED 133 443 CE 007 869

Miller, F. Milton

Elementary Industrial Arts–Philosophies, Values, and Typical Programs.

Report No.—VT-103-521

Pub Date—[76]

Note—8p.; Paper presented at the American Industrial Arts Association conference (Des Moines, Iowa, April 18-23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Art Materials, Career Awareness, Career Education, Educational Objectives, Educational Philosophy, Elementary Education, *Elementary School Curriculum, *Industrial Arts, Instructional Aids, Learning Activities, Speeches

Part 1 of this paper deals with the major philosophies of elementary industrial arts. Five philosophy groupings are identified: Industrial Arts (1) as a means of developing habits, attitudes, problem solving abilities, and interests, (2) as a means to meet developmental needs of children, (3) as a program for involving students in making objects for the inherent value of the objects themselves, (4) as a vehicle through which children acquire occupational awareness, and (5) as a means of correlating and enriching the elementary curriculum. The values and benefits of an elementary industrial arts program–satisfying needs, clarifying and enriching and broadening concepts, applying knowledge, increasing desire to learn, developing problem solving skills, producing three-dimensional objects, increasing understanding of industry and technology, and developing desired behaviors and attitudes–are enumerated and discussed in part 2. Included in part 3 is a listing of tools, materials, and construction activities which were identified in a study of 20 career education programs as being most effective. (TM)

ED 133 444 CE 007 881

Porter, Gordon William

Development and Demonstration of an Inductive Method of Health Education Needs Assessment in a Geographic Area of North Carolina.

Report No.—VT-103-553

Pub Date—75

Note—265p.; Ed.D. Thesis, North Carolina State University

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Data Collection, Doctoral Theses, •Educational Needs, Health Occupations Education, •Health Personnel, Inductive Methods, Manpower Needs, •Medical Education, •Models, •Needs Assessment, Questionnaires, •Research Methodology, Rural Areas, State Surveys

Identifiers—•North Carolina (Albemarle Region)

This doctoral dissertation presents and demonstrates an inductive model used in the Albemarle Region (State Planning Region R), a 10-county area of North Carolina, for determining health occupations education needs and resources. Data were collected from over 1200 area health personnel utilizing three basic types of instruments which were developed specifically for the study: One for each of several health agencies, one for health professionals, and one for health workers. Information sought included the identification of health education programs and resources (both current and planned), the identification of perceived manpower shortages in health fields, and the identification of perceived inservice and continuing health education needs of health professionals and other health workers according to an established priority. Although the data analyses involved only the health education needs of the Albermarle Region, implications are given for applications of the procedure for determining educational needs in other occupational areas. Appendixes include background information on area health education systems, analysis of the reported needs, and copies of seven instruments which were employed during the study. (DE)

ED 133 445 CE 007 887

Perales, Aurora Rodriguez

Community Health Worker Handbook.

West Valley Coll., Saratoga, Calif.

Spons Agency—Health Services Education Council, San Jose, Calif.

Report No.—VT-103-441

Pub Date—Jun 75

Contract—CRMP-5-G03-RM-00019-04

Note—48p.; For a related document see CE 007 888 ; Published by the Community Health Worker Project

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Associate Degrees, •Community Health Services, Family Health, •Health Personnel, Home Health Aides, Individual Development, Job Analysis, Job Development, Job Training, Occupational Information, •Paraprofessional Personnel, Post Secondary Education, Resource Guides

An experienced community health worker describes her experiences in the field as a basis for recommended guidelines for the role, philosophy, aims, and goals of community health workers. The role of the community health worker as a member of the health care team is explored, and the problem of recognition for community health workers is considered along with the need for and problems involved with continuing education. The author offers some attitudinal and behavioral guidelines for facilitating continued study in the health care field based on her own described developmental experience. In conclusion, concrete suggestions are presented for community health workers to organize and gain recognition. Appendixes consist of a community health worker pledge, self-evaluation forms, a community health worker job description and title definition, recommended readings, and a description of the West Valley College community health worker associate degree program. (NJ)

ED 133 446 CE 007 894

Home Economics Semester Modules: Adult Living, Bachelor Survival, Foods and You, Home Decor, Personal Finance, Teen Clothing, Young Child. Final Report.

Lehighton Area School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.—VT-103-448

Pub Date—72

Note—300p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Behavioral Objectives, Course Descriptions, Curriculum Guides, •Family Life Education, •Home Economics Education, •Home Management, Instructional Materials, Secondary Education, Teaching Guides

This curriculum guide consists of course modules for instruction at the secondary level. Each module contains a concept title, major generalization, behavioral objective, subgeneralizations, list of learning experiences, and resources. The courses are entitled: Adult Living, Bachelor Survival, Foods and You, Home Decor, Personal Finance, Teen Clothing, and Young Child. A bibliography of books, pamphlets, films, filmstrips, transparencies, kits, journals, and teacher references is included. (NJ)

ED 133 447 CE 007 895

Home Economics for 7th and 8th Grade Boys and Girls. Final Report.

East Stroudsburg Area School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.—VT-103-447

Pub Date—75

Note—172p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Behavioral Objectives, •Curriculum, Curriculum Guides, •Family Life Education, Grade 7, Grade 8, •Home Economics Education, •Home Management, Instructional Materials, Learning Activities, Problem Solving, Secondary Education

Adapted to meet local needs and goals, this curriculum guide for grades 7 and 8 is designed to help develop behaviors and skills to use in solving family-life problems. The guide consists of a course outline and separate lessons for both grades, grouped according to the major topics of human development and the family, home management and consumer education, foods and nutrition, housing and home furnishings, and textiles and clothing. Each lesson consists of concept title, generalization, behavioral objective, subgeneralizations, lists of learning experiences, and resources. A section of learning activities related to the lessons is appended. (NJ)

ED 133 448 CE 007 914

Fuller, Gerald R.

Relationship Between the Agricultural Education Division and the Agricultural Education Advisory Council–One Possible Future.

Report No.—VT-103-554

Pub Date—7 Dec 75

Note—6p.; Speech presented at the American Vocational Association Annual convention (Anaheim, California, December 7, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—•Advisory Committees, Agency Role, •Agricultural Education, •Educational Planning, Educational Responsibility, •Futures (of Society), National Organizations, •Organization, •Professional Associations, Speeches

Identifiers—•American Vocational Association

This paper envisions one possible future relationship between the Agricultural Education Division of the American Vocational Association and its Agricultural Education Advisory Council. The author imagines that the year is 1985 and describes some of the imaginary changes that have occurred in the interim. These changes involve the establishment of a national professional organization of agricultural educators, initiation for planning that emanates at the State level, and the adoption of futures planning or the careful probing of the future to identify alternatives and examine the possible consequences of each. In each of these imagined changes, the lay-expert advisory council has played a key role in stimulating action for change and in serving as a communication link between the profession and industry. In conclusion the author returns to the present and reiterates his theme more explicitly: (1) The future is being shaped by decisions, or lack of decisions, which are made each day; (2) those who continuously carefully examine the alternative futures and their consequences are best able to make conscious decisions to bring about the most desirable future; and finally (3) the agricultural education profession must unify its efforts and initiate the ongoing futures planning process in which the advisory council can be of continued assistance. (Author/NJ)

ED 133 450 CE 008 431

Thuemmel, William L. And Others

Agribusiness and Natural Resources Education in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. A Final Report.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Aug 75

Note—434p.; For related documents, see ED 132 301 and ED 132 309. Pages 420-424 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors—Agribusiness, Agricultural Engineering, •Educational Needs, Educational Research, Employment Projections, Enrollment Projections, •High School Students, •Manpower Needs, Natural Resources, •Occupational Aspiration, Occupational Information, Ornamental Horticulture, Secondary Education, State Surveys, Student Interests, •Task Analysis, •Vocational Agriculture

Identifiers—Michigan

A study was conducted to assess the agricultural manpower needs in Michigan in terms of present jobs available and jobs projected over the next five years, to identify and validate competencies needed for agricultural entry upon graduation from high school, and to determine the degree of congruency and discrepancy between the characteristics of the present programs of vocational agriculture and the evidence of need based on manpower needs, competencies needed, and student interests and aspirations in agriculture. The methods included were (1) a manpower needs assessment survey of three major occupational areas; (2) the identification and validation of several hundred competencies; and (3) an in-depth review of all ongoing programs of vocational agriculture in 1973-74, including an assessment of the agricultural interests and aspirations of 4,571 tenth graders in 12 schools. Manpower data were obtained from 144 farm operators, 100 nurserymen, and 50 farm equipment dealers. Projections indicated that, over the next four years, twice as many farmers will be needed than are presently being prepared. Output from high school ornamental horticulture and agricultural mechanics programs will have to increase by 500% and 300%, respectively, per year, if supply is to catch up with the projected manpower needs. The number of students with interest in avocational and vocational instruction in agriculture was far in excess of the enrollment in vocational agriculture. (Author/HD)

ED 133 451 CE 008 463

Davis, Kay

It's About Time Physical Disabilities Came Out in the Open: Part I. Amputation, Monoplegia, Hemiplegia, Triplegia, Quadruplegia, Paraplegia.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—76

Note—46p.

Available from—Director, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706 ($1.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Amputees, Classroom Techniques, Curriculum, *Emotional Adjustment, Facility Requirements, Handicapped, Instructional Materials, *Physical Characteristics, *Physically Handicapped, Resource Materials

After a definition of the term, mobility impairments, and a discussion of the causes and problems associated with amputation, this document covers, under the major section, Paralysis, six handicapping conditions in terms of how each may affect a student's ability to be successful in both a vocational program and a job. Topics under this section cover how many Americans are paralyzed to some degree; what causes paralysis; the different types of paralysis (monoplegia, hemiplegia, triplegia, quadruplegia, tetraplegia, paraplegia); paralysis caused by injury to the spinal cord; employment possibilities of paralyzed individuals; architectural barriers to education and employment; new standards for physical facilities; suggestions for classroom teachers; and the major barrier to educational and employment opportunities. Additional information covers national and state organizations, a resource list for mechanical modifications, travel information for the physically handicapped person, and a resource list for physical facility modifications of an educational institution. A bibliography is appended. (HD)

ED 133 452 CE 008 464

Davis, Kay

It's About Time Hearing Impairments Came Out in the Open!

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—76

Note—37p.

Available from—Director, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Deaf, *Deaf Education, *Employment, *Hard of Hearing, Hearing Loss, Program Development, Resource Materials, Special Education, *Student Characteristics, Teaching Guides, Vocational Education

Identifiers—Wisconsin

Written for vocational educators as part of a project called "Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped," this guide contains discussion on 13 topics: (1) What Must It Be Like? (2) The Terminology Jungle (Degree of Hearing Loss, Age at Onset, Type of Hearing Loss), (3) What Communication Problems of the Hearing Impaired Person Should You Be Aware Of? (Conceptual Limitations, Methods of Communication, How to Work With an Interpreter), (4) What Intellectual Problems, If Any, Should I Be Aware Of? (How Then Should I Test the Hearing Impaired?), (5) What Emotional Problems, If Any, Should I be Aware Of? (6) What Vocational Problems, If Any, Should I Be Aware Of? (7) What Has Been the Job Performance Record For the Hearing Impaired? (8) Problems in Finding the Job and Solutions, (9) Problems in Holding the Job and Solutions, (10) Problems Presented By Society and Possible Solutions, (11) Dead-End Jobs, (12) Increased Automation, and (13) Suggestions for Interaction with the Hearing Impaired. Also included are lists of national organizations of the deaf and Wisconsin chapters of the national organizations, Wisconsin churches serving the deaf, and a bibliography. (HD)

ED 133 453 CE 008 481

Gray, Madelaine S.

A Project to Develop a Methodology to Establish Standards of Job Performance and Continuing Education Opportunities for Maintaining Competency of Occupational Therapists. AOTA Continuing Competency Project. Final Report.

American Occupational Therapy Association, Rockville, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date—Aug 76

Contract—NO1-AH-44116

Note—485p.

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.

Descriptors—*Certification, Evaluation Criteria, Health Occupations, Health Occupations Education, Job Analysis, *Job Skills, Occupational Information, *Occupational Therapists, Performance Based Education, Post Secondary Education, *Professional Continuing Education, *Standards

The purpose of this project was to develop a methodology to establish standards of job performance and continuing education opportunities for maintaining competency of occupational therapists. The report contents include (1) Statement of the Problem (The Need for Re-Certification, Problems in the Design of the Re-Certification Program, and the American Occupational Therapy Association (AOTA) Continuing Certification Program); (2) Purpose and Scope of the Project; (3) Methodology for Establishing Standards of Job Performance in Specially Practice Areas (Problems Encountered, Evaluation of the Methodology, and Recommendations for Revision and Refinement of the Methodology); (4) Methodology for Establishing Relevant Continuing Education Programs (Problems Encountered, Evaluation of the Methodology, Potential Applicability of the Methodology for Other Health Care Professions); and (5) Summary and Conclusions (Implications of the Contract Results and Analysis and Identification of Needs for Further Study). The appendixes include (1) AOTA Continuing Certification Program, (2) Project Time-Table, (3) AOTA Data Questionnaire (1973), (4) Task Force Members and Consultants, (5) Delineation of Roles and Functions in the Five Specialty Areas, (6) Selected Bibliography on Performance Evaluation and the Development of Standards, (7) Packet of Information on Peer Review, (8) Sample Data Abstract Form Used in Chart Audit Study, (9) Standards of Job Performance in the Five Specialty Areas, (10) Data Abstract Forms for Chart Audit/Record Review, (11) Knowledge and Skills Required of an Advanced Level Occupational Therapist Practicing within the Specialty Area of Mental Health, (12) A Self-Study Program for the Occupational Therapist as a Mental Health Practitioner, and (13) The OATA Proposed Continuing Education Plan. (HD)

ED 133 454 CE 008 606

Farrell, William T. And Others

Guidelines for Sampling in Marine Corps Task Analysis. Technical Report No. 11. Evaluation of the Marine Corps Task Analysis Program.

California State Univ., Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Mar 76

Contract—N00014-74-A-0436-0001; NR-151-370

Note—70p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Data Collection, Guidelines, Manpower Utilization, Military Personnel, Occupations, Research, Research Methodology, *Sampling, *Task Analysis, Technical Reports

Identifiers—Marine Corps

The specific objective of the research described in this report was to develop guidelines for decision-making by the Office of Manpower Utilization (OMU), Marine Corps Headquarters, in the selection of occupational field (OF) sample sizes to which task inventories will be administered. The report is designed to provide action-oriented answers to major questions about both size of samples to be drawn and the strategy for planning and conducting the data collection process. Generally accepted essential requirements for the design of optimum samples are discussed and major implications of these requirements are spelled out as they apply to samples in Task Analysis (TA). A summary of requirements for a sampling design for OMU is given along with research findings that suggest a uniform optimum size for OMU samples. A recommended sampling strategy is also outlined for guidance in data collection. The appendixes, covering half the document, present in tabular form data from stability tests conducted in the analysis of responses to different occupational field task analysis inventories. (Author/HD)

ED 133 455 CE 008 614

Sheppard, N. Alan, Ed.

Regional Research Conference in Vocational and Technical Education for Secondary and Post-Secondary Personnel. Annual Research Conference in Vocational and Technical Education (1st, Blacksburg, Virginia, April 16-17, 1976).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date—Jun 76

Note—181p.

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order Number CP-6, $3.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Conference Reports, *Educational Research, *Federal Legislation, Post Secondary Education, *Research Methodology, Research Projects, *Research Utilization, Secondary Education, Speeches, *Vocational Education

Major contents of these conference proceedings are 10 addresses presented to the whole conference of 62 educators or to small interest groups. Major addresses were (1) "The Importance of Research in Vocational and Technical Education," by J. Robert Warmbrod, (2) "The Impact of Federal Funds and Establishment of Priorities for Research in Vocational and Technical Education," by Glenn Boerrigter, and (3) "Limitations on Data Collection Under New Federal Legislation," by Dave Alexander. Three shorter addresses are on the impact of research at the secondary and postsecondary levels in vocational education. Four presentations to special interest groups deal with proposal writing and project planning, planning and conducting evaluation and followup studies, developing management information systems, and critique and selection of designs for investigating problems in vocational-technical education. Short summaries of four recently completed research projects and an analysis of evaluation forms are also included along with four appendixes: Conference program, list of conference participants, reference materials on proposal writing and project planning, and Virginia vocational education management information reporting forms. (HD)

ED 133 456 CE 008 620

Industrial Cooperative Training II. Curriculum Guide. General Related Study Units.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—CG-2

Pub Date—Jun 76

Note—373p.; For a related document see ED 114 471

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Business, Business Skills, *Cooperative Education, Curriculum Guides, Grade 12, Industrial Relations, *Industry, *Instructional Materials, *Lesson Plans, *Management, Secondary Education, Skill Development, Student Development, Teaching Guides, *Unit Plan, Vocational Education

Basic guidelines are offered for the teacher or coordinator who is working with second year Industrial Cooperative Training students (generally students at the twelfth grade level). The contents are organized into 12 units, with each unit including two to five lesson plans, transparencies (coded "T"), handouts (coded "H"), and a bibliography section which suggests teaching sources. Each lesson contains a stated subject, objectives, and lists of teaching aids, materials, and in most cases, references. Unit headings are (1) Advanced Employer-Employee Relations, (2) Small Business Operation, (3) Job Safety, (4) Advanced Communications Skills, (5) Understanding Insurance, (6) Consumer Decision Making, (7) Current Problems in Industry, (8) How to Select and Evaluate a Company for Permanent Employment, (9) Post High School Education and Training, (10) Value Clarification, (11) Social Awareness, and (12) How to Invest. (HD)

ED 133 457 CE 008 706

Schrader, Marvin A. Knight, John

Task Analysis for Legal Assistant Program. Final Report.

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 76

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Research, *Legal Assistants, Post Secondary Education, State Surveys, *Task Analysis, *Vocational Education

Identifiers—Wisconsin

The Legal Assistant Task Analysis Project was undertaken to provide data related to the importance of tasks and the frequency of tasks that are, or could be, assigned to an assistant. In order to accomplish this, a task survey form was constructed and distributed to a sample of attorneys in (1) private practice, (2) companies or corporations, and (3) government positions. The form included 123 tasks arranged in nine categories: General law office work, real estate problems, estate planning and probate, commercial law, business enterprises, criminal law, domestic relations, personal injury and other trial work, and tax work. The responses (335) were then analyzed to determine the mean frequency and importance of each task, which resulted in the selection of (1) 12 essential tasks; (2) 96 nonessential, but recommended for inclusion, tasks; and (3) 15 nonessential and not recommended for inclusion tasks. The tabulated data will be utilized in the development and evaluation of the recently approved Legal Assistant Program at Lakeshore Technical Institute at Cleveland, Wisconsin, a pilot 2-year associate degree program for the State of Wisconsin Vocational, Technical and Adult Education System. The major portion of the document consists of tabulations of the survey responses, other survey materials, and the 123-item task list with the task frequency and task importance ratings. (Author/HD)

ED 133 458 CE 008 712

McKnight, A. James And Others

The Development of Guides for Teacher Preparation in Driver Education.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Jun 74

Contract—DOT-FH-11-7602

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Curriculum Development, *Driver Education, Educational Research, Instructional Materials, *Material Development, Program Guides, Secondary Education, *Teacher Education

This paper describes the Human Resources Research Organization's (HummRRO) development of teacher preparation guides for driver education (one for secondary school teachers and the other for commercial instructors) through the use of a process that has been commonly utilized by educational technologists in preparing instructional programs and materials. It is noted that the guides were developed to provide institutions preparing driver educators with a body of information that would enable them to develop programs that could meet the needs of their students and that could be administered within the teacher preparation resources available to them. HummRRO's development of the guides is described under the headings (1) Analysis of Instructional Requirements (Survey of Teacher Preparation Standards, Analysis of Driver Educator Functions, Curriculum Development, Curriculum Administration); (2) Establishment of Instructional Objectives (The Driver Educator as a Driver, Survey of Driver Educators); (3) Determination of Guide Content (Sources of Information, Organization of Guide Content); (4) Evaluation; and (5) Concluding Statement. A diagrammatic model for development of the guides is included along with three appendixes entitled Components of the Highway Transportation System, Guide for Teacher Preparation in Driver Education Outline, and Sample of Driving Task from Part III: "Passing." (HD)

ED 133 459 CE 008 738

Day, Gerald F. Herschbach, Dennis R.

Resource Guide for Performance-Based Drafting Instruction.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—76

Note—89p.; Pages 12 through 22 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Curriculum Development, *Drafting, Educational Resources, Instructional Programs, *Occupational Information, *Performance Based Education, Post Secondary Education, *Program Development, Program Improvement, Resource Guides, Secondary Education, Teaching Guides, Vocational Education

Identifiers—Maryland

Designed to assist the classroom teacher in keeping abreast of the most recent instructional and technical developments in the field of drafting, this guide includes information that has been identified and validated by incumbent workers, trade unions, professional organizations, and teachers. It is also designed to be of use to curriculum specialists, administrators, and supervisors in the development of a performance-based instructional program. Four sections are included: How to Develop and Implement a Performance-Based Instructional Program describes this type of program and discusses its various components; Occupational Information covers, in relation to drafting, the nature of the work, working conditions, places of employment, training, qualifications and advancement, employment outlook, earnings, and 11 D.O.T. job descriptions. This section is also designed to serve as a complement to technical instruction and as a source of guidance information; Curriculum Resources presents descriptions of a variety of instructional and curriculum materials, including curriculum guides, learning activity packages, course outlines, books, transparencies, film, and filmstrips; and General Resources describes resources within Maryland and the nation. A source listing, providing addresses of various institutions, commercial business and publishers, and other organizations, is appended. (HD)

ED 133 460 CE 008 790

Women in Non-Traditional Occupations–A Bibliography.

Koba Associates, Inc., Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—OEG-300-76-0098

Note—194p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Affirmative Action, *Annotated Bibliographies, Career Choice, *Career Opportunities, *Employment Opportunities, Employment Qualifications, Employment Trends, Females, Labor Force, *Professional Occupations, Resource Guides, Sex Discrimination, Sex Role, Sex Stereotypes, *Skilled Occupations, *Working Women

This bibliography was developed to disseminate information about publications which focus on women's employment in nontraditional fields. It is intended to serve such people as vocational education administrators, education researchers, counselors, teachers, and students considering occupational choices. The literature described is available nationwide and includes magazine and journal articles, books, dissertations, pamphlets, brochures, and government documents. Entries cover three subject categories: Women in Non-Traditional Occupations contains general information about sex-role stereotyping, women in the work force, and employment categories which are non-traditional; Women in Non-Traditional Skilled/Vocational Occupations contains material on non-traditional occupations which do not require a baccalaureate degree; Women in Non-Traditional Professional Occupations includes those occupations which require, at minimum, a baccalaureate degree. Listed alphabetically by title, each entry includes the author(s) or editor, source of publication, publisher or name of journal, date, number of pages, cost (where applicable), and an annotation. Appended materials provide names and addresses of sources for materials; resources for additional information; and author/editor, title, and subject/occupation indexes. (TA)

ED 133 461 CE 008 792

Attitudes of Secondary School Principals and Superintendents in the State of Washington Toward Vocational Education. Final Report.

Renton School District 403, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date—15 Oct 76

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, *Career Education, Educational Research, Principals, School Superintendents, Secondary Education, *Vocational Education

Identifiers—Washington

A study was conducted to determine whether or not superintendents and secondary school principals in the State of Washington understand and support vocational education. A three part questionnaire was developed from existing instruments to ascertain understanding and attitudes of school administrators as well as knowledge of select characteristics. The survey instrument was mailed to all 257 superintendents and to 200 principals who were randomly selected from a population of 343 persons. A response rate of 80.5% (73% for principals and 84% for superintendents) was achieved. Major conclusions revealed that (1) Most secondary principals and superintendents (93.4%) do not have a broad understanding of vocational education and that 87.6% cannot even differentiate vocational education from career education, (2) most administrators (89.8%) do not have a favorable attitude toward vocational education nor are they in favor of expanding vocational education with present funding, (3) administrators who can differentiate vocational education from career education are more supportive of vocational education than are principals and superintendents who cannot make this distinction, and (4) administrators in general do not differ in any appreciable way on the selected social variables (parenthood, type of school district, sex, age, and others) from administrators who are in favor of expanding vocational education if available funds remain the same. Seven specific recommendations are presented to local and State vocational education agencies and groups for increasing understanding and support for vocational education. (HD)

ED 133 462 CE 008 837

Oriel, Arthur E.

Joint Workshops. Performance Based Apprentice and Technical Training. Final Report.

Oriel (A. E.) and Associates, Ltd., Chicago, Ill.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Sep 76

Contract—DL-21-17-75-09

Note—127p.; Several pages may not reproduce well due to marginal legibility of the original document

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Apprenticeships, Audiovisual Communication, Business, Educational Research, Higher Education, *Industrial Training, Industry, *Performance Based Education, Post Secondary Education, *Technical Education, Vocational Education, Workshops

A series of five workshops were held to disseminate, to 39 industrial and college and 61 Bureau of Apprenticeship and Training (BAT) personnel, information about the principles, methods, and effectiveness of Performance Based Training (PBT) in apprentice programs. Following the workshops, 90% of the industrial and 61% of the BAT personnel indicated they would recommend the use of PBT for industrial training. Sixty-four percent of the industrial and college participants have started or plan to use PBT in their training programs. Nearly 75% of these are well satisfied with the results produced by PBT. Some of the major results reported include 10% reduction in equipment downtime, more productive apprentices earlier in their training, faster training at reduced cost, better safety performance, and better work quality. The data offers evidence that such workshops are an effective means of communicating research results and new methods to industry and schools. The majority of this report is composed of the following appended material: Workshop program; list of participants; workshop questionnaire; workshop questionnaire responses-industry; workshop questionnaire responses-Department of Labor participants; followup questionnaire; followup responses; report of a study on performance based education in technical and apprentice training; and a 28-page annotated bibliography on performance based training. (HD)

ED 133 464 CE 009 110

Lerner, Jane And Others

Equal Vocational Education. Final Report.

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—76

Contract—52350387; 62350237

Note—99p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Change Strategies, Changing Attitudes, Demonstration Projects, *Equal Education, *Females, Models, Program Development, Secondary Education, *Sex Role, *Sex Stereotypes, Student Recruitment, *Vocational Education

Identifiers—Texas

The overall objective of the project was to develop a model adaptable throughout Texas that would enable school districts to increase and maintain female enrollment in vocational programs that had traditionally been dominated by males. In meeting this overall objective, other secondary objectives also had to be met. These included providing information to all the female students at the demonstration school about the educational and career opportunities available to them through vocational education; recruiting females into traditionally male vocational classes; providing the necessary support services to these females enrolled in these courses; informing teachers, parents, and the community in general about the availability of good jobs; and improving the image of vocational education so that students, parents, and teachers would see it as a viable alternative to traditional academic courses. This report discusses the project under four major categories: Developing the Recruitment Model, Assessing and Changing Attitudes, Relationship with Industry and Unions, and Summary and Recommendations. The appendix includes a pre- and posttest for students, Survey for School Personnel, and Telephone Survey for Parents and Community. (HD)

ED 133 465 CE 009 114

Course Guide and Course Coordinator Orientation Program. Basic Training Program for Emergency Medical Technician. Ambulance.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Jan 71

Contract—FH-11-6967

Note—47p.; For related documents see ED 083 377 and ED 091 512

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock No. 050-003-00011-6, $0.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Course Content, Course Organization, *Courses, Curriculum Guides, Educational Programs, *Emergency Squad Personnel, Federal Government, *Job Training, *Medical Assistants, Medical Services, Program Administration, Safety, Standards, Teaching Guides

To assist the States in implementing Federal standards for emergency medical services (under the Highway Safety Act of 1966), this guide has been prepared to aid in organizing, conducting, and standardizing a basic training course for emergency medical technicians (EMT's). Part I is a guide for a course designed to develop or upgrade the skill levels of all individuals involved in providing emergency medical care services. It contains a detailed outline of the course; prerequisites for both students and instructors; suggested scheduling and class size; requirement for facilities, training aids, and materials; and guidelines for conducting the course and for testing and grading students. The introduction indicates that the course emphasizes the development of student skill in recognition of symptoms of illnesses and injuries and proper procedures of emergency care, with reliance placed heavily on demonstration and practice as a teaching method. Each of the 25 lessons is designed to allow practice of specific skills covered in the lesson, and practice, test, and evaluation sessions are designed to assure attainment of proficiency levels in all skills. These lessons are intended to involve 71 hours of classroom training plus 10 hours of in-hospital observation and training for a total of 81 hours. Part II is a guide to aid State officials in organizing and presenting an orientation program for coordinators of the basic training course. (HD)

ED 133 467 CE 009 128

Vineberg, Robert Taylor, Elaine N.

Performance of Men in Different Mental Categories: I. Development of Worker-Oriented and Job-Oriented Rating Instruments in Navy Jobs.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Naval Education and Training Command, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—HumRRO-TR-76-1

Pub Date—Oct 76

Contract—N00014-75-C-0938; NR-156-047

Note—138p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cognitive Ability, *Measurement Instruments, *Military Personnel, Performance Factors, Research, *Task Performance, *Test Construction

Identifiers—*Navy

Two rating instruments for evaluating the performance of men in Navy jobs by supervisors were developed based on the need to know how effectively men of varying ability perform different tasks. Specific Navy jobs were selected for the development of the performance instruments according to the following job factors: Highly populated, representation of different job characteristics, likelihood of common tasks across billets, representation of low aptitudes, and availability of Navy Occupational Task Analysis Program (NOTAP) data. The resulting two instruments developed were the Performance Analysis Inventory (PAI) and the Task Proficiency Inventory (TPI). The PAI analyzes performance in terms of worker-oriented variables and is based upon job analyses using a modification of McCormick's "Position Analysis Questionnaire." The TPI analyzes performance in terms of job-oriented variables and is based upon job analyses conducted by the Navy Occupational Task Analysis Program. Within the limitations of a comparison of experimental and operational data, both the PAI and TPI show less leniency and halo effects, and better discrimination than the Performance Evaluation Report used in the Navy. Both experimental instruments will be used in subsequent research on the performance of men in different mental categories. (Author/HD)

ED 133 471 CE 009 171

Area Health Education Centers: A Directory of Federal, State, Local and Private Decentralized Health Professional Education Programs. Health Manpower References.

Pagan (C. E.) Associates, Inc., Baltimore, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—DHEW-HRA-76-73

Pub Date—Mar 76

Contract—231-75-0002

Note—48p.; For a related document see CE 009 172

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-022-00510-7, $1.05)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Consortia, *Directories, Federal Programs, *Health Programs, Local Government, Private Agencies, *Professional Education, Public Health, State Programs

Identifiers—AHECS, *Area Health Education Centers

This Area Health Education Centers (AHEC) directory catalogues the Federal, State, local, and private decentralized professional health education programs initiated in direct response to the recommendations of the 1970 "Carnegie Commission Report of Higher Education and the Nation's Health." The introductory section briefly presents the history of the area health education concept, the identification and classification of AHEC-type programs, AHEC classification prototypes, and definitions of the five elements which comprise these classifications. Following the introduction, maps indicating the geographic distribution of AHEC and AHEC-type programs are presented. The remainder of the directory identifies 140 AHEC and AHEC-type programs throughout the country, which are located in 38 states. Each entry is listed by State, and includes the title of the program, classification, funding, executive director, and program address and telephone number. (SH)

ED 133 472 CE 009 172

Area Health Education Centers: A Directory of Federal, State, Local and Private Decentralized Health Professional Education Programs. Health Manpower References. A Supplement.

Pagan (C. E.) Associates, Inc., Baltimore, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—DHEW-HRA-76-74

Pub Date—Mar 76

Contract—231-75-0002

Note—639p.; For a related document see CE 009 171

Available from—Bureau of Health Manpower, NIH Building 31, Room 5C-33, 9000 Rockville Pike, Bethesda, Maryland 20014 ($10.00)

EDRS Price MF-$1.16 HC-$34.15 Plus Postage.

Descriptors—*Consortia, *Directories, Federal Programs, *Health Programs, Local Government, Private Agencies, *Professional Education, Public Health, State Programs

Identifiers—AHECS, *Area Health Education Centers

This directory identifies and classifies AHEC-type (Area Health Education Centers) programs throughout the United States. (Although funding for some programs may have terminated, the information compiled is considered valid as of July 1, 1975.) The directory is divided into seven sections. The first six sections, which provide basic information about the developmental processes in the identification and classification of AHEC-type programs, are titled Overview, AHEC Literature Review, AHEC Methodology, AHEC Classifications, AHEC Site Visits, and Observations. The seventh section, covering the majority of the document, is titled Descriptive AHEC Program Inventory Data. Each program is entered by State and includes the program title, executive director, program address and telephone number, geographic area served, organizational structure, funding source, goals and purposes, participants, and classification. The appendixes present additional program information and are titled Identification and Comparison of Regional Medical Program Supported Health Services/Education Activities, AHEC Site Visit Protocol, AHEC-Type Programs Offering Clinical Education Activities by Major Category, AHEC-Type Programs Offering Continuing Education Activities by Major Category, and AHEC-Type Programs Offering Educational Development Activities by Major Category. A bibliography is included. (HD)

ED 133 473 CE 009 189

Kirkman, C. H., Jr. Mohn, Paul O.

Advising People about Cooperatives.

Extension Service (DOA), Washington, D.C.Farmer Cooperative Service (DOA), Washington, D.C.

Pub Date—May 76

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock No. 001-000-03540-1, $0.45, 25% discount on orders of 100 or more, minimum charge of $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administration, *Business, Cooperative Planning, *Cooperatives, Educational Resources, Guidelines, Organization, Organizations (Groups), *Planning, *Program Development, Resource Materials, State Aid

This document provides background and references for educational programs on cooperatives. Seven major topics are covered: Cooperatives Are Distinctive Business Corporations, Types of Cooperatives (such as agricultural, credit, housing, crafts, health, memorial association, fishing, forestry, recreation, labor, buying clubs, consumer, student, and legal services), Professional Workers' Approach to Organizing Cooperatives, Reacting to Requests, Answering Questions Most Likely to Be Asked, Sources of Additional Information (such as State level assistance and existing cooperative education and training programs), and a bibliography, which provides citations and sources for printed materials on developing, organizing, financing, and operating cooperatives. (HD)

ED 133 475 CE 009 219

Sireno, Peter J. And Others

Assisting Industrial Arts Teachers in Integrating Occupationally-Oriented Activities into Their Existing Instructional Programs. Final Report.

Northeast Missouri State Univ., Kirksville.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—OEG-370-75-0025(504)

Note—115p.; Prepared by Division of Practical Arts

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Industrial Arts, *Industrial Arts Teachers, *Inservice Teacher Education, *Integrated Curriculum, *Metals, Pilot Projects, *Program Development, School Industry Relationship, Secondary Education, Teacher Improvement, Trade and Industrial Education, Trade and Industrial Teachers

Identifiers—Missouri

The pilot project was intended to provide the industrial arts metals teachers with experiences and opportunities needed to help them plan, develop, and introduce occupationally-oriented information, activities, and experiences into industrial arts classes. Fourteen industrial arts metals teachers in the State of Missouri were selected from grades 8, 9, and 10 in those school districts having vocational education programs in metals, machine shop, and/or vocational programs related to the cluster of occupations in the metals industry. The teachers particpated in an inservice practicum whose content was based on survey findings sent to industrial arts metals teachers, vocational education metals teachers, selected firms within the metals industry, and representatives of labor. Teachers were pretested before the practicum, offered the practicum, then posttested. Evidence of the achievement of the projects purpose was provided by gains reported from pretest and posttest evaluations. Also, evaluative comments by participants supported the pretest and posttest evaluations. This report explains the total project in four sections: (1) Introduction, (2) Methodology, (3) Presentation and Analysis of Practicum Activities, and (4) Conclusions and Recommendations. Ten Appendices and 12 tables are included. (HD)

ED 133 476 CE 009 223

Pollock, Steve Henegar, Wayne

A Curriculum Guide for Heavy Equipment Operation and Maintenance: Safety & First Aid, Operation, Maintenance, Truck Driving, Diesel Mechanics, Construction Surveying.

Edwards County Community Unit District 1, Albion, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Apr 76

Note—312p.

Available from—Director, Research and Development, Dept. of Adult, Vocational, and Technical Education, Illinois Office of Education, Springfield, Illinois 62777

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Building Trades, *Curriculum, Curriculum Guides, Diesel Engines, Driver Education, Equipment, *Equipment Maintenance, *Equipment Utilization, Instructional Materials, *Job Skills, Mechanical Equipment, *Motor Vehicles, Operating Engineering, Post Secondary Education, Safety, *Skill Development, Vocational Education

Identifiers—*Heavy Equipment, Trucks

This curriculum guide uses six units to classify the areas of study which are taught under the broad category of Heavy Equipment Operation and Maintenance. The units are Safety and First Aid (1.0.0), Heavy Equipment Maintenance (2.0.0), Heavy Equipment Operation (3.0.0), Truck Driving (4.0.0), Diesel Mechanics (5.0.0), and Construction Surveying (6.0.0). The units and sections within the units are identified by a three place numbering system: the first number refers to the unit of study, the second refers to a section within the designated unit, and the third refers to the task or objective within the designated section. Since the six units separate the material into readily accessible divisions for teaching purposes, any one of the units 2.0.0 through 6.0.0 can be taught as a separate offering. Within each unit like tasks are collected into sections for instructional continuity. Each section details tasks which have been identified as essential or desirable for the development of entry level skills in the job field, with each task written as a measurable objective in a format which includes the following: Title of the competency (task), objective, equipment, special preparation (in some tasks), student action, performance check, and resources. (HD)

ED 133 477 CE 009 246

Black, Michael S.

Student Attitudes Toward Vocational Education. Research and Development Series No. 114.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1670

Note—128p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Comparative Analysis, *Disadvantaged Youth, *Educational Attitudes, Educational Research, Grade 9, Junior High Schools, Junior High School Students, *Males, Public Schools, Racial Differences, *Student Attitudes, Surveys, *Vocational Education, Work Attitudes

Identifiers—Maryland, Maryland (Baltimore)

The objectives of this project were to determine (1) the basic dimensions of educational and career-related attitudes of black inner-city junior high school age students, and to compare these attitudes to those of their white counterparts, (2) how attitudes were related to the preference of educational programs expressed by these students, and (3) whether the public image of vocational education as perceived by these students was different from that of other programs. A Student Attitude Survey was devised which solicited students' opinions about specific educational programs, dropping out of school, occupations, occupational activities, school activities, and opinions about education and work generally. The survey was given to male ninth grade inner-city students in the public school system of Baltimore, Maryland. The findings imply that vocational education does not suffer from a poor public image in the socioeconomic levels studied, and that black students do not hold substantially different attitudes toward work and education than do white students. Fourteen supplementary tables and eight appendixes compose the majority of the document. The appendixes contain the sample letters to teachers, English teachers, parents, and respondents; the consent form; VARIPART Procedure; instructions from Student Opinion Survey, and sample confounded two-mode data matrices. (HD)

ED 133 479 **CE 009 262**

Woodruff, Alan And Others

State and Local Responsibilities for Planning Occupational Education. A Study of the Effect of Alternative Allocations of Responsibilities on the Process of Planning. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date—[76]

Note—109p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Organization, Board of Education Role, *Educational Planning, Educational Policy, *Educational Responsibility, Financial Problems, Leadership Responsibility, Legal Problems, Local Government, Models, Organization, Organizational Climate, Program Planning, School Districts, State Departments of Education, State Government, State Legislation, *State School District Relationship, *Statewide Planning, *Vocational Education

Intended as an aid to those involved in State level planning for occupational education, this report (1) identifies the different legal, organizational, and financial constraints which directly affect the process and product of planning for occupational education; (2) determines the effect which different mixes of State and local responsibilities for planning have on the process and product of planning for occupational education; and (3) identifies specific instances (i.e., State and local planning agencies, policies, etc.) where alternative planning environments exist and where alternative policy models have been implemented. (The report is based on a questionnaire/telephone interview investigation of how planning for occupational education is conducted at the State and local levels in a sample of 14 States whose policies and procedures provided examples of all significant alternatives with regard to funding policies, organizational relationships, and legislation.) Chapter 1 is a discussion of the problems of planning from the standpoint of the need for the State and local agencies to share planning responsibilities. Chapter 2 demonstrates the interrelatedness which exists between planning activities and the environment in which they take place, focusing on the many "givens" in educational systems which significantly affect the kinds of planning which can be done and pointing out that changes in these "givens" may have to be accomplished before the intended planning practices may be implemented. Chapters 3 through 7 present in-depth discussion of the effect which alternative policies and environmental conditions have on the process of planning and delivering occupational education. (HD)

ED 133 482 **CE 009 305**

Career Education in Vocational Teacher Education.

Interinstitutional Consortium for Career Education, Salem, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date—Sep 76

Contract—G007502395;

Note—37p.; For related documents see CE 009 305-311

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, *Fused Curriculum, Higher Education, Integrated Curriculum, *Program Development, Statewide Planning, *Teacher Education, *Teacher Education Curriculum, Vocational Education Teachers

Identifiers—Oregon

The focus of this report is on infusing career education content into vocational teacher education programs. It is one of seven similar reports dealing with program development in career education for teacher, counselor, and administrator preparation. (All of the reports were developed from the project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors, and Administrators," which focused on the following three aspects of preparing educational personnel for expanded and extended roles in career education: Staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and program accreditation.) This report is divided into two sections. The first section presents the results of the work done by the Vocational Education Task Force in identifying, collecting, reviewing, and organizing a body of career education information for use in the preparation of vocational teachers. The second section provides an example of a vocational teacher education course syllabus infused with career education content, along with the accompanying student performance record and teaching-learning activities for the course. The appendix contains the form used by different task forces in identifying, describing, and classifying career education elements. (TA)

ED 133 490 **CE 009 322**

Nee, John G.

Individualizing Instruction in Vocational and Technical Education.

Central Michigan Univ., Mount Pleasant. Dept. of Industrial Education and Technology.

Pub Date—23 Aug 76

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Guidelines, Higher Education, *Individualized Instruction, Post Secondary Education, Program Descriptions, *Program Development, Resource Guides, Secondary Education, *Technical Education, *Vocational Education

Identifiers—Michigan

On the premise that individualized instruction and its many variations has become increasingly more important to the vocational and technical educator, various aspects of an individualized instructional program are discussed under eight headings: (1) What Is Meant by Individualizing Instruction in Vocational and Technical Education? (2) Why Do We Need Individualized Instruction in Vocational and Technical Education? (3) How Are Individualized Instructional Systems Developed for Vocational and Technical Education? (Eight points to be considered in developing individualized programs are discussed.) (4) Where Is Individualized Instruction for Vocational and Technical Education Implemented in Michigan? (Five instructional programs) are described.) (5) What Impact Could Individualized Instruction Have on Vocational and Technical Education in Michigan? (6) What Are Some Problems Involved with Implementing Individualized Instructional Systems? (7) Resources to Consult for Further Information About Individualized Instruction for Vocational and Technical Education, and (8) What Are Some Selected References for Individualized Instruction in Vocational and Technical Education? (WL)

ED 133 491 **CE 009 323**

Johnson, Gordon F. Reilly, Rob

Interpretive Study: Mainstreaming Vocational Education for the Handicapped in California Secondary Schools. Final Report.

California State Dept. of Education, Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Equal Education, *Guidelines, *Handicapped Students, *Program Design, *Regular Class Placement, Secondary Education, Special Education, State Surveys, *Vocational Education

Identifiers—*California

An interpretive study of mainstreaming guidelines and practices had its origin in the growing need to identify the components of vocational programs, services, and activities designed to increase and improve the vocational education opportunities for handicapped persons in California secondary schools. The objectives of the study were: (1) to develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped; (2) to identify characteristics and provisions of vocational programs that are mainstreaming the handicapped; and (3) to provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners. The project officially started July 1, 1975, with research into the development of mainstreaming guidelines and criteria in accordance with Federal and State plans and directives. The second phase consisted of developing guidelines and corresponding data collection instruments, i.e., the structured interview/questionnaire. The third phase involved the selection of representative local education agencies by the Project Advisory Committee for inclusion in the study. On-site interviews were conducted with representatives from each of the participating local education agencies during the months of February through May 1976. This final report represents the fourth and final phase, bringing together findings, conclusions, and recommendations. Half of the report consists of such project materials as the interview/questionnaire guidelines, the instrument itself, and data summaries. (WL)

ED 133 492 **CE 009 329**

Feingold, S. Norman

Preparation for Work of the Future.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date—Sep 76

Note—8p.; Speech presented at the annual meeting of the President's Committee on Employment of the Handicapped (Washington, D.C., April 28, 1976)

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036 (Catalog, Free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Affirmative Action, Career Education, Educational Accountability, Employer Employee Relationship, Equal Education, Equal Opportunities (Jobs), *Futures (of Society), *Handicapped, *Job Development, Job Enrichment, Job Satisfaction, Labor Force, *Manpower Needs, *Planning, Social Influences, Speeches, Vocational Adjustment, Work Attitudes, Work Simplification

There are many possible directions that can be taken to open equal opportunity to all who want work, especially for the handicapped. Since more service-producing industries are expected to grow in the future than goods-producing industries, and accurate job forecasting is good but must be accompanied by adequate education and training, the growth of human services and meaningful careers must be encouraged. With plans being made to involve the handicapped in the world of work, additional planning must be made now for the desired changes in the occupational distribution of the handicapped. Eliminating cultural stereotypes, disseminating career information, and earlier training and education are ways to eliminate existing inequalities. Education for careers requires programmatic cohesion and preparation at all educational levels with cooperation among rehabilitation counselors, special educators, career educators, and vocational educators. Revisions in the transportation system, redesign of jobs, buildings, etc., Federal and State laws, fringe benefits, and group health insurance are areas that must be examined for the disincentives they contain for work. Affirmative action means active day to day cooperation between handicapped employees, employers, and the government. (TA)

ED 133 493 CE 009 331

Goody, Kenneth

Comprehensive Occupational Data Analysis Programs (CODAP): Use of REXALL to Identify Divergent Raters. Interim Report for Period May 1976-September 1976.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.
Report No.—AFHRL-TR-76-82
Pub Date—Oct 76
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Computer Oriented Programs, *Data Analysis, *Individual Differences, *Job Skills, Research Methodology, *Supervisors, *Task Analysis, Task Performance, *Validity
Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, *REXALL

REXALL is a flexible program within the CODAP (Comprehensive Occupational Data Analysis Programs) system designed primarily for analyzing judges' task-factor ratings, and may be used for identifying divergent raters. Divergent raters are those whose ratings are significantly different from the other raters' ratings. They may be the noncooperative raters who simply generate an arbitrary pattern of responses rather than try to follow the instructions, or they may invert the rating scale, or they may actually perceive the tasks differently. This report uses data from an actual study to show how REXALL is used to detect divergent raters, and to decide whether or not to delete them from the study since they may invalidate task means computed from ratings. It then uses the raw data from the study to verify the validity of the decisions made on the basis of the REXALL output. (Editor/WL)

ED 133 495 CE 009 350

A Model for Planning Patient Education–An Essential Component of Health Care.

American Public Health Association, Washington, D.C.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.; Metropolitan Life Insurance Co., New York, N.Y.
Report No.—DHEW-HRA-76-4028
Pub Date—Nov 75
Note—29p.; Prepared by the Committee on Educational Tasks in Chronic Illness
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-025-00020-1, $0.40)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Family Involvement, *Health Education, *Models, *Patients (Persons), *Program Planning

This model, which provides tried and proven concepts and principles and which can be adapted to a health facilities services delivery system, is designed to assist the professional in planning for patient and family education and may be used with any illness regardless of its etiology or chronicity. The model presents a step-by-step procedure, representing a comprehensive and interdisciplinary approach to analyzing educational needs of patients in a variety of settings. Each of the following steps is discussed in a separate section: (1) Identify the educational needs of patient and family, (2) establish educational goals for patient and family, (3) select appropriate educational methods, (4) carry out the educational program, and (5) evaluate patient and family education. A flow chart and an outline of the model steps are included. (SH)

ED 133 496 CE 009 351

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 5. VT 103 201-103 400.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Note—270p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Abstracts, *Annotated Bibliographies, Career Education, Curriculum Guides, Instructional Materials, Resource Guides, *Technical Education, *Vocational Education

This compilation, presenting 200 resumes relevant to the field of vocational-technical (VT) education, provides educators access to in-use or under-development instructional and research materials. The resumes are arranged in ascending order according to an accession (VT) number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Curriculum development and research projects in progress are fully described in a separate section. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are provided. Instructions are given for ordering the original documents or full text reproductions. (SH)

ED 133 497 CE 009 352

Cox, Walter H. Zerface, W. A., Ed.

Armed Forces VIEW (Vital Information for Education and Work).

Indiana Univ., Bloomington, Career Guidance Center.
Spons Agency—Department of Defense, Washington, D.C.
Contract—MDA903-74-C-0426
Note—211p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Armed Forces, Career Education, *Career Opportunities, Career Planning, Cooperative Programs, *Educational Opportunities, Military Training, Senior High Schools
Identifiers—Department of Defense, Indiana University, *VIEW, Vital Information for Education and Work

Armed Services VIEW (Vital Information for Education and Work) is described as a cooperative program with the Department of Defense which (1) introduces career opportunities and training available through volunteer service enlistment, (2) will be provided to senior high schools at no cost, and (3) presents materials in both printed and microfilm form which identifies related military and civilian careers. The first section of this document discusses different aspects of the Armed Services–the Armed Services lifestyle, pay and benefits, educational opportunities, ROTC, Air Force, Army, Coast Guard, Marine Corps, Navy, Service academies, officer candidate programs, Reserves and Guard, flight training and direct appointments, and women in the Armed Services. The second section provides descriptions for 105 jobs, with each job including a job title, civilian DOT ("Dictionary of Occupational Titles") number, related military and civilian occupations, qualifications, training and skills needed, and an Armed Services rating. (Author)

ED 133 498 CE 009 353

Tuttle, Francis T. Alexander, Arch B.

The Impact of Vocational and Technical Education on Manpower and Economic Development. Economic Development Research Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.
Pub Date—May 76
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Organization, Business, Depressed Areas (Geographic), *Economic Development, Educational Facilities, Federal Government, Government Role, *Industrial Education, Industry, Management Systems, *Manpower Development, Social Influences, State Government, *Technical Education, *Vocational Education, *Vocational Schools, Vocational Training Centers

Planners, administrators, economists, and all others involved with human resources and economic development are cautioned to never underestimate the role that vocational education can play in attracting new and expanding industries. Industrial expansion means new capital investments, a vital factor to the future well being of economically depressed areas. New investments when accomplished by new jobs and adequate opportunity to train for jobs have a positive psychological effect on both those in the labor force and the owners and managers of business and industry. Capital investments in an economic region attest to the faith that indigenous personnel, the corporation, leaders of local, State, and Federal agencies have in the area's future. The monograph is in three parts. Part I discusses the role that facilities play in attracting new capital investments in distressed economic areas. Four subjects are covered: (1) Instructional Facilities: Constructed to Serve Their Role in Industrial Development; (2) State Equipment Pools: A Key Factor in Providing Trained Manpower for New Industries; (3) Mobile Vo-Tech Facilities Serve Training and Development Needs; and (4) Special Schools for Industrial Training: A Different Concept of Mobile Training Facilities. Part II focuses on the role that adequate State and local vo-tech management systems play in focusing training funds toward real and identifiable training needs: The Product and the Package of Management Information; An Effective Vo-Tech Management Information System; and Management Systems Work in State Vo-Tech Agencies. Part III consists of suggestions for making Federal agencies more effective in assisting industrial and economic development. (WL)

ED 133 499 CE 009 356

McFann, Howard H.

Training for the Military.

Human Resources Research Organization, Alexandria, Va.
Report No.—HumRRO-PP-3-76
Pub Date—Dec 76
Note—16p.; Paper presented at a conference on social psychology of military service (University of Chicago, April, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational [illegible] *Instructional Programs, Military Personnel, *Military Training, *Skill Development, *Special Education, *Train-

ing Techniques

Descriptions of major categories of training, and methodology, techniques, status, and trends are presented in this discussion of military training. After noting the five categories of training–recruit, officer acquisition, specialized skill, flight, and professional development education–emphasis is placed on a discussion of recruit, or basic training, and specialized skill training. The section on recruit training covers the length of training, the goals, and a description of the various instructional programs. The specialized skill training section provides a general discussion of course length, changes in instructional approaches, and different areas of specialization. Concluding remarks point out that (1) all training is becoming subject to cost-effectiveness scrutiny, (2) the trend is toward performance-based job-oriented training that employs a variety of methods and media, and employs criterion-references testing, and (3) emphasis is on greater flexibility in training approach and training time, with a greater reliance on the individual both as learner and job performer. A bibliography is appended. (WL)

ED 133 500 CE 009 361

Health and CETA. A Coordination Guide for Health Administrators.

Urban Management Consultants of San Francisco, Inc., Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Manpower.

Pub Date—Mar 76

Note—47p.; For related documents see CE 009 362-363

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Cooperative Programs, *Federal Programs, Guidelines, Health Occupations, Health Occupations Education, *Health Personnel, *Health Programs, *Health Services, Interagency Coordination, *Manpower Development, Program Administration, *Program Coordination, Program Planning, Welfare Agencies

Identifiers—CETA, *Comprehensive Employment and Training Act, United States

Written for State and local operators of Health Education and Welfare (HEW)-funded health service, health manpower, and health planning programs, this guide is intended to serve four major purposes: (1) Provide selected insights into the Comprehensive Employment and Training Act (CETA) and how it works; (2) point out potential areas for cooperation which, from study or field experience, hold the promise of benefit to the clients and administrators of both CETA and health programs; (3) present a brief analytical framework for identifying other arrangements not specifically outlined in this guide; and (4) review the HEW management techniques that have proven their value in negotiation and implementation of existing arrangements between CETA and health programs. One section of the guide focuses on description of CETA programs and the relationships between them and health programs. Nine specific examples of coordination opportunities are presented in another section, e.g., combining resources to develop a demonstration training program for disabled youth. Analysis, identification, and implementation of coordination arrangements are discussed in the final section, and an illustrative agreement is appended. (WL)

ED 133 501 CE 009 362

Education and CETA: A Coordination Guide for Adult Education and Vocational Administrators.

Urban Management Consultants of San Francisco, Inc., Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Manpower.

Pub Date—76

Note—52p.; For a related document see CE 009 363

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Adult Education, *Adult Education Programs, Adult Vocational Education, Cooperative Programs, *Employment Programs, Employment Services, *Federal Programs, Guidelines, Interagency Coordination, Program Administration, *Program Coordination, Program Planning, *Vocational Education

Identifiers—CETA, *Comprehensive Employment and Training Act

Written for education administrators, primarily for those dealing with Federally funded adult education and vocational education programs at State and local levels, this guide is intended to serve four major purposes: (1) Explain the Comprehensive Employment and Training ACT (CETA) and how it works, (2) point out potential areas for coordination which may benefit the constituents and administrators of CETA, adult education, and vocational education, (3) present a brief and practical analytical framework for identifying other coordinative arrangements, and (4) review the key management techniques that have proven their value in negotiation and implementation of coordination arrangements. The approach suggested has six steps: Acquire knowledge about CETA, assess your own program's needs or unmet objectives, analyze areas of commonality where CETA might fit your program's needs, discover possible opportunities to coordinate with CETA, weigh the costs and benefits of coordination, and, if applicable, negotiate and implement a joint project. One section of the guide focuses on description of CETA programs and the relationships between them and adult education and vocational education programs. Eleven specific examples of coordination opportunities are presented in another section, e.g. combining resources to develop a career education referral center. Analysis, identification, and implementation of coordination arrangements are discussed in the final section, and an illustrative agreement is appended. (WL)

ED 133 502 CE 009 363

CETA and HEW Programs.

Urban Management Consultants of San Francisco, Inc., Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Manpower.

Pub Date—Mar 76

Note—134p.; For a related document see CE 009 362.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Agencies, Adult Education, Cooperative Programs, *Employment Programs, Employment Services, *Federal Programs, Guidelines, Health Services, *Interagency Coordination, *Manpower Development, Program Administration, *Program Coordination, Program Planning, Vocational Education, Vocational Rehabilitation

Identifiers—CETA, Comprehensive Employment and Training Act, Department of Health Education and Welfare, DHEW

This coordination guide has been written as a reference for Comprehensive Employment and Training Act (CETA) Prime Sponsor administrators, planners, and operations staff who are interested in pursuing coordination opportunities with Health, Education, and Welfare (HEW) employment-related programs. It is intended to serve four major purposes: (1) Provide selected insights into what vocational rehabilitation, vocational education, adult education, Title XX, and health programs do, and how each works; (2) point out potential areas for coordination which, from study of field experience, hold the promise of benefit to the clients and administrators of both CETA and the HEW programs selected; (3) present a brief and practical analytical framework for identifying other arrangements; and (4) review the key management techniques that have proved their value in the negotiation and implementation of coordination projects. A chapter on analysis, identification, and implementation addresses the coordination process and provides information on analyzing one's own program and those of HEW counterparts in order to identify potential coordination arrangements which have the highest probability of success. Summaries of coordination examples are then given for each of the five types of HEW programs listed in purpose 1 above. Each example covers the following: Issues facing CETA and the subject HEW program, how coordination can help, how it might work, how CETA can benefit, how HEW can benefit, risks to CETA, risks to the subject HEW program, and how to reduce risks. (WL)

ED 133 503 CE 009 364

Ellsworth, Daryl G.

Vocational/Technical Materials for Community College Resource Centers.

Pub Date—6 Dec 75

Note—14p.; Speech presented at the Virginia Library Association Annual Conference, (Williamsburg, Virginia, Dec. 6, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bibliographies, Community Colleges, Data Bases, Educational Resources, *Information Sources, Junior Colleges, *Resource Centers, Resource Guides, *Resource Materials, *Technical Education, *Vocational Education

A vocational/technical research librarian reviews approaches and sources of resource and curriculum materials for use by community colleges. Half of the paper consists of a six-part bibliography: (1) National data bases (manual and computer search capability), (2) national, regional, State sources, (3) selected bibliographies and listings of vocational/-technical and career education items, (4) publishers (commercial and nonprofit), (5) other publications of more than passing interest, and (6) names and address for the vocational instructional materials laboratories. (WL)

ED 133 504 CE 009 369

Painting Services: An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—76

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Auto Body Repairmen, *Auto Mechanics (Occupation), *Curriculum, Curriculum Guides, *Job Training, *Painting, Post Secondary Education, Secondary Education; Teaching Guides, Technical Education, Trade and Industrial Education, Units of Study (Subject Fields)

Designed to assist instructors in preparing secondary and adult students for employment in the field of auto damage correction, as automotive refinishers, this guide outlines six units of instruction. (It was developed as one part of a three-part, 2-year course in auto damage correction: Body services, frame services, and painting services.) The six unit titles are: (1) Introduction (overview of the course content and requirements, work and safety habits, and introduction to auto refinishing), (2) Automotive Paint Shop Layout, Materials, and Equipment, (3) Surface Preparation, (4) Undercoats, (5) Topcoats, and (6) Decorative Finishes. Methods and materials are suggested for enriching the course and achieving a more effective presentation. A two-column format is used: the left-hand column contains suggested topics which are keyed to specific objectives; the right-hand column gives related factual information, as well as instructional suggestions and page references for selected textbooks. At the conclusion of each unit, topics for review discussion are included. A sample final examination is also provided. A list of suggested aids is given in the bibliography: Textbooks, reference books, booklets and charts, films, filmstrips, slides, film loops, and transparencies. (WL)

ED 133 505 CE 009 379

Hewett, Kathryn D. And Others

Career Education Catalog. Annotated Listings of Selected, Diverse, and Innovative Programs.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Contract—NIE-C-74-0129

Note—116p.

Available from—Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138 (ISBN 0-89011-483-8, $10.00 plus $1.00 shipping)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, *Career Education, Community Resources, Comprehensive Programs, Educational Alternatives, *Educational Development, Educational Finance, Educational Opportunities, Educational Programs, Elementary Secondary Education, *Instructional Innovation, *Occupational Guidance, Post Secondary Education, Program Descriptions, *Program Development, Program Planning, Public Schools, Resource Guides, Supplementary Education, Vocational Counseling

Descriptions of programs in this volume were compiled to increase awareness of innovative career education practices. The listings attempt to describe what happens in programs which meet or succeed standards of innovation; programs which represent a range of sizes, student characteristics, budgets, funding sources, locations and emphases. Descriptions are collected in three sections: (1) Comprehensive public school programs, involving all or most schools of a city or district; (2) supplementary public school programs, which generally are smaller in scope, and may be designed for a particular group or age of student or may be developmental and involve limited numbers of teachers or administrators; and (3) alternative and community-based programs, which provide combinations of skills training, career counseling, and basic education, usually in settings outside the traditional public school system. Publications or documents which provide more information about their operations are listed with each description. Where the publications are not available directly from the program, sources are supplied. Preceding each of the three sections is an index displaying basic program information such as size, budget, funding sources, student and staff numbers, and grade levels. (TA)

ED 133 506 CE 009 380

Mietus, Walter S. Gnidziejko, Robert

A Comparison of Work Values Held by Students, Parents and Teachers. Final Report. Volume I.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Academic Education, *Attitude Tests, College Bound Students, Employment, High School Students, Personal Values, School Surveys, Secondary School Teachers, Senior High Schools, Sex (Characteristics), *Student Attitudes, Teacher Attitudes, *Test Construction, *Values, Vocational Education, Vocational Education Teachers, *Work Attitudes

Identifiers—Maryland

An instrument was developed to enable a comparison of work values of teachers, parents, and students. It was then utilized to investigate the differences between student groups, within and between schools of different curricula, between vocational and academic teachers and parents of students. The instrument, based on constructs obtained from a literature review, sought to measure the degree of commitment to three work values categories: The Classical (Protestant) Work Ethic, the Consumer (work for profit) Work Ethic, and the Meaningful Work Ethic. A pilot study was conducted to test its validity and reliability. Data for the main study was gathered from four senior high schools in Baltimore County, Maryland. Approximately 2500 students in grades 10 and 11 and 180 teachers participated in the study. Data obtained from the instrument were used to test five hypotheses: (1) Tenth and eleventh grade students from four different high schools scored significantly different means on subtests of the instrument, (2) students from four different schools scored significantly different means on the three work ethic subtests, (3) tenth and eleventh grade students from two different curriculums (vocational and college prep) scored significantly different means on their performance in reacting to three work ethic subtests, (4) academic teachers scored significantly different means than vocational teachers as measured by the three work ethic subtests, (5) students scored significantly different means than teachers when tested on the instrument incorporating three work ethic subtests. Treatment and analyses of data are reported, and the findings are discussed. It is noted that after completion of the study it was decided that an etiological approach to structuring items within seven work ethics would produce more exact and useful information and that accordingly a new instrument was developed for a second phase of the study. (TA)

ED 133 507 CE 009 382

Indiana Invitational Conference on Placement. Report. (Smithville, Indiana, June 25-27, 1975).

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Note—96p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Conference Reports, Institutional Role, *Job Placement, *Occupational Guidance, Post Secondary Education, Program Design, Program Effectiveness, School Responsibility, Secondary Education, *State Programs, Statewide Planning, Technical Education, *Vocational Counseling, *Vocational Education, Vocational Followup

These 10 presentations were made at a State conference to explore the problems and possibilities of job placement as background for implementing a Statewide guidance program with emphasis on counseling, placement, and followup for selected target groups. Focus is on three issues of job placement: (1) Where do the responsibilities for job placement lie? (2) What approaches to job placement have been successful? (3) What commitments has Indiana made to placement for all students? Titles are (1) "Moral Education for the Future," by Harold Shane, (2) "Whose Job Is Job Placement?" by Genevieve V. Kline, Dean Ransburg, Richard Morrison, and Edward Hornback, (3) "Career Resource Center Van," (4) "Student Placement Services-An Integral Part of Career Education," by Jack Martin, (5) "Placement in Motion," by Ray Wasil, (6) "Placement-The Acid Test of Career Education," by Lillian Buckingham, (7) "The CAPS System-Computer Assisted Placement Services-Pennsylvania," by M.U. Eninger, (8) "Placement and Follow-Up As It Relates to the Family Rights and Privacy Act," by David Prasse, (9) "Indiana Looks at Placement," by Sparkle Crowe, and (10) "College Students As Blocks of Wood," by Robert Greenberg. A list of conference speakers and participants is included. (WL)

ED 133 508 CE 009 402

SIRF: System for Implementing Review and Follow-Up.

Purdue Univ., Lafayette, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Nov 75

Note—62p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Computer Oriented Programs, *Data Collection, *Graduates, *Measurement Instruments, Models, *Program Development, Research Methodology, Secondary Education, Statewide Planning, *Vocational Education, *Vocational Followup

The objectives of this project were to: (1) identify instruments that could be utilized to obtain followup information of vocational graduates, (2) develop a methodology that could be used to obtain followup information of vocational graduates, (3) field test the instruments and methodology for data collection on sample schools, (4) develop a method for summarizing and analyzing data that could be used by both local and state agencies, (5) provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels, and (6) train local vocational guidance personnel to use the system developed. An advisory committee was appointed to guide the project staff in the preparation of instruments and methodologies, which were then field tested in three to five local schools. Job performance as assessed by the student and by the employer was obtained. Perception of guidance and placement assistance was also secured as well as an interview with a sample of guidance personnel at the local level. The primary outcomes of this project were the development of three elements that could be utilized in a statewide system for followup of vocational graduates: (1) A Student Followup Model, (2) a Counselor Followup Model, and (3) an Employer Followup Model. (HD)

ED 133 509 CE 009 404

Burchinal, Carrol E. Tuchscherer, Jerry

Career Development. Administrator's Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—1 Sep 76

Note—47p.; Page 29 of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Policy, Administrator Guides, *Career Education, Community Involvement, Curriculum Design, Educational Policy, Elementary Secondary Education, Inservice Teacher Education, Planning Meetings, Policy Formation, *Program Administration, *Program Development, Program Planning

Identifiers—*North Dakota

The purposes of this guide are to familiarize K-12 administrators with the concept of career education and to provide suggestions for planning and developing a career development program in a local school. It outlines a practical strategy for getting career development adopted and implemented at the local level. Topics covered are as follows: Need for career education, rationale for career education, definition of career education, general goals of career education, developmental phases of career education, characteristics of career education, suggested content and activity emphases in career development programs, models for career education, suggested career education experience by grade level, objectives for career education, summary of selected career education goals, a plan for implementation, steps for implementation, the need for local commitment to inservice training, planning for inservice training, guidelines for career education inservice programs, statewide conference on career education, faculty meeting-suggested agenda, system-wide advisory council, community resource questionnaire, and a North Dakota State directory of contact persons for career education. A bibliography is also included. (TA)

ED 133 510 CE 009 410

Arkansas Research Project. A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-Up. Final Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1748

Note—189p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Community Involvement, Cooperative Programs, Counseling Effectiveness, Counselor Functions, •Guidance Services, •Job Placement, •Occupational Guidance, •Program Development, •Program Effectiveness, Program Evaluation, School Community Cooperation, Secondary Education, Vocational Counseling, •Vocational Followup

Identifiers—Arkansas

A project was conducted to develop and implement a school and community-based guidance, counseling, placement, and follow-up program that would place counselors and support personnel in an optimum position to meet the individual career-planning needs of every student, including the occupationally inclined. Specific project goals were to develop and implement group and individual guidance services, a viable placement service, and followup services for those students who have exited from the school system, and to involve the community in planning and operating the expanded services. The programs were conducted in four Arkansas schools. It was found that the restructured and reoriented services resulted in the better ordering of priority needs and focusing on procedures for using employment information, exploring alternative work experience activities in the community, and providing placement in next-step services for all students. Throughout the body of the report are examples of programs and forms used in conducting the program. A third party evaluation containing data analysis of the program constitutes one-third of the report. (TA)

ED 133 511 CE 009 414

Dayton, Charles W.

A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement and Followup. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-47500-1/76-FR

Pub Date—Jan 76

Contract—OEG-0-74-1721

Note—104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Comprehensive Programs, Counselor Evaluation, Counselor Performance, Counselor Role, Evaluation Methods, Guidance Counseling, •Guidance Personnel, Inservice Teacher Education, Material Development, •Models, •Occupational Guidance, Performance Based Education, Preservice Education, •Program Development, Program Evaluation, Secondary Education, •Skill Development, •Staff Improvement, Vocational Counseling

Identifiers—California

Central to this project, which designed a staff development prototype, was the need for preservice and inservice staff development designed to improve skills required for successful performance of guidance personnel. The project was conducted during an 18-month period in five phases. Phase 1 involved integrating existing California and American Institutes for Research (AIR) models for career guidance program development. Phase 2 entailed the national search for staff development materials, and the development of a system of modules and workshops to teach some basic skills needed to develop programs consistent with the integrated model produced in Phase 1. Phase 3 was a pilot test of this prototype staff development program with selected school personnel. In phase 4, the system was field tested in both preservice and inservice settings. In phase 5, information about the program and results of the field testing were disseminated. Results of the project were mixed, with competencies increasing to a degree, and attitudes toward the experience a mixture of positive and negative. It was noted that a number of improvements and refinements could be made in both the materials and their delivery to strengthen their impact on the career counseling area of education. This report includes a complete description of the project methods (activities and accomplishments, problems, and staff utilization), results, and conclusions and recommendations. (Author/TA)

ED 133 512 CE 009 416

MERC Report: State Management Evaluation Reviews for Compliance. Final Report.

Sierra Planning and Research Associates, Reno, Nev.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—31 Dec 76

Contract—300-76-0465

Note—127p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Agencies, Adult Education Programs, Attitudes, Educational Legislation, Evaluation Criteria, •Evaluation Methods, •Federal Legislation, Interviews, Management, •Program Administration, •Program Evaluation, Questionnaires, •Standards, •State Programs, Vocational Education

A process assessment was conducted to determine the effectiveness of the procedure used by the Bureau of Occupational and Adult Education, U.S. Office of Education (USOE), in conducting State Management Evaluation Reviews for Compliance (MERC) with Federal legislation and regulations governing public vocational and adult education programs. The purpose was to assure that the continuation of the MERC process be of greatest value to the future relationship between Federal and State agencies. The objectives of this assessment were: (1) To determine the feasibility of continuing the program, (2) to determine ways to improve the process, (3) to identify cost to States for the review, (4) to identify benefits to the States, and (5) to identify benefits to USOE. Utilizing a structured interview approach, Sierra Planning and Research Associates (SPRA) contacted personnel in 5 of the 13 States which had been reviewed by MERC. SPRA also interviewed personnel in six regional offices and various personnel from the central USOE. Additionally, SPRA observed the MERC review in Idaho. A total of 87 persons were interviewed by SPRA, and data from these various sources yielded 14 recommendations which are categorized as follows: (1) The MERC process should be better organized, (2) communications should be improved among all personnel, (3) the MERC process should be reviewed periodically to remove or alter unsuitable items, and (4) the process should be systematized through the development and usage of a procedures manual. The general conclusion of the investigators is that the MERC process should be continued on a regular basis as practically all the people interviewed held the concept of MERC in esteem. (Author/HD)

ED 133 514 CE 009 458

Hirst, Ben A., Jr.

A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. First Report. Report of Procedures Used to Develop Performance Objectives and Criterion Measures.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Jan 73

Contract—SDE-730-073

Note—48p.; For related documents see CE 009 458-461

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Standards, •Behavioral Objectives, Consortia, •Criterion Referenced Tests, •Curriculum Development, Educational Objectives, Educational Planning, •Performance Based Education, Regional Cooperation, Research Projects, •Test Construction, •Vocational Education

Identifiers—Florida

Based on the need to develop an outline of the procedures and methods used in vocational education in Florida, which would then form the basis for communication, discussion, and development of a multi-State consortium for the production of performance objectives and criterion measures for occupational education, this report, one of five under a project to develop a multi-State consortium, reviewed four projects (developed in cooperation with the Florida Educational Research and Development Program) designed to develop pre-objectives, performance objectives, and criterion-referenced measuring devices. (The projects studied were (1) Automotive Mechanics Assessments, (2) Producing Assessment Instruments in Ornamental Horticulture, (3) Employability Skills Projects, and (4) Typewriting Communications.) This report is divided into three parts: Part 1 is an introductory and procedural presentation, part 2, the text of the report, is an informational outline of the procedures and methods used by the Florida Research and Development Program to develop performance objectives and criterion-referenced measures in occupational education. The third or final part includes the appendixes related to the further development of a multi-State consortium. (HD)

ED 133 515 CE 009 459

Hirst, Ben A., Jr.

A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Second Report. A Status Report on Occupational Education, Accountability, Performance Objectives, Criterion-Referenced Measures, and Educational Consortia.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Mar 73

Contract—SDE-730-073

Note—101p.; For related documents see CE 009 458-461

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Academic Standards, •Consortia, •Educational Accountability, Educational Development, Educational Planning, •Organization, •Performance Based Education, •Regional Cooperation, •Vocational Education

Identifiers—Vocational Technical Education Consortium States

This report was intended to provide a basis and rationale for the organization and development of a multi-State consortium to produce catalogs of performance objectives and criterion-referenced measures in occupational education. Information is centered around two elements which are the major concerns: (1) The accountability phenomenon and its possible effect on occupational education, and (2) efforts of the States to cooperate on a formal basis for the improvement of occupational education in the public sector. It is noted that this report will be used to present to vocational educators and others who may be interested in the formation of a consortium the present status of efforts in this direction and the elements which specifically relate to the national movement toward accountability in education. After a brief introduction, information is presented under the following headings: Method of Procedure; The Status of Occupational Education in the United States-Are We Ready for the Implication of Educational Accountability; The Accountability Movement-What's in It for Occupational Education?; Performance Objectives and Criterion-Referenced Measures-Possibilities for Getting Accountability to the Classroom?; The Educational Consortium-Another Exercise in Futility, Or Is it an Answer?; and Findings and Conclusions of the Study-Or Putting It All Together. A bibliography and appendixes are included. (HD)

ED 133 516 CE 009 460

A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Third Report. Tentative Agreement Form and Organizational Structure for a Multi-State Consortium to Produce Performance Objectives and Criterion-Referenced Measures in Occupational Education.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Mar 73

Contract—SDE-730-073

Note—24p.; For related documents see CE 009 458-461

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Organization, *Consortia, *Educational Accountability, Educational Coordination, Organization, Performance Based Education, Regional Cooperation, *Staff Role, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This tentative agreement form and organizational structure was proposed to create a broad-based policy and decisionmaking body for operation of the Consortium to Produce Performance Objectives and Criterion-Referenced Measures in Occupational Education. It is part of a project designed to develop a multi-State consortium whose primary concern will be educational accountability. Five major topics are discussed: (1) Proposed Consortium Agreement (consortium agreement, general conditions of the agreement, State or agency responsibilities, and central consortium staff responsibilities); (2) Introduction to Proposed Organizational Plan; (3) The Role of the Administering Agency (responsibilities of the administering agency, fiscal control and auditing, and consultation services); (4) The Board of Directors for the Proposed Consortium (role of the Board of Directors, membership of the Board of Directors, qualifications of the Board members, length of terms of Board members, schedule of meetings, attendance of meetings, and advisory committee); and (5) The Role and Scope of the Central Staff (executive director-duties and responsibilities, and initial central staff requirements. (HD)

ED 133 517 CE 009 461

Hirst, Ben A., Jr.

A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Final Report.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Jul 73

Contract—SDE-730-073

Note—119p.; For related documents see CE 009 458-461

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Organization, Administrative Policy, Behavioral Objectives, Colleges, Conferences, *Consortia, *Cooperative Planning, Criterion Referenced Tests, Curriculum Development, *Educational Accountability, Educational Improvement, *Organization, Performance Based Education, Regional Cooperation, Regional Planning, *State Boards of Education, Test Construction, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States

The primary objective of this report, one of five reports under a project to develop a multi-State consortium, is to provide a collection of information concerning the activities and actions resulting from efforts to form a consortium. Materials presented are the results of actions of representatives of States invited to participate in a conference (held in Atlanta, Georgia, April 3-5, 1973) designed to develop an interest in forming the consortium and to provide a rationale for its operation. Four major sections briefly discuss (1) the conference, (2) actions taken by the States following the conference, (3) activities of the ad-hoc steering committee in the formation of the multi-State consortium, and (4) the status of the formation of the Vocational-Technical Education Consortium of States. The appendixes, which cover the majority of the report, present the conference program, list of participants, and conference motions and actions; recommended changes in the tentative organizational structure and agreement form for the formation of a multi-State consortium; the tentative agreement form and organizational structure for a multi-State Consortium; minutes and agenda of the ad-hoc steering committee; and the final agreement form and organizational structure for a multi-State consortium. (HD)

ED 133 518 CE 009 484

Credit and Collections. An Advanced Level Option for Finance and Credit.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—76

Note—84p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Business Education, *Credit (Finance), *Distributive Education, Federal Legislation, Job Skills, Learning Activities, Post Secondary Education, Secondary Education, *Skill Development, State Legislation, Teaching Guides

This guide is designed to assist in the preparation of students for employment in some area of finance and credit or to help those individuals already working in the field to upgrade their skills. It is noted that the contents have been carefully selected by business people and educators working in the field of finance and credit. After a brief introduction offering suggestions for use of the guide, four units are presented. Unit I is an overview of the field of finance and credit along with some career information. Unit 2 covers the duties and personal characteristics needed to perform the basic jobs related to the granting of credit. Unit 3 covers the duties and personal characteristics needed to perform the basic jobs related to the collection process. Unit 4 presents the various Federal and State laws that govern the procedure of granting credit and collecting debts. Each unit follows a four column format listing performance objectives, instructional suggestions, student learning experiences, and evaluation suggestions. The appendix contains a sample of a student project. A bibliography and directory are also appended. (HD)

ED 133 519 CE 009 497

Fuel System Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—72

Note—112p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, *Auto Mechanics (Occupation), *Curriculum, Curriculum Guides, Job Skills, *Job Training, Post Secondary Education, Secondary Education, Teaching Guides, Technical Education, Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Identifiers—*Fuel Systems

Designed to assist instructors in preparing secondary and adult students for employment in the field of fuel system services, this guide outlines eight units of instruction. The eight unit titles are (1) Introduction (overview of course content and requirements, and work/safety habits), (2) Minor Components, (3) Carburetor Fundamentals, (4) Automotive Carburetors, (5) Carburetor Diagnosis and Overhaul, (6) Automotive Fuels, (7) Automotive Emission Control Systems, and (8) Fuel Injection, Superchargers, and Liquefied Petroleum Gas Systems. Methods and materials are suggested for enriching the course and achieving a more effective presentation. A two-column format is used: the left-hand column contains suggested topics which are keyed to specific objectives; the right-hand column gives related factual information, as well as instructional suggestions and page references for selected textbooks. At the conclusion of each unit, topics for review discussion are included. A sample final examination is also provided. A list of suggested aids is given in the bibliography: Textbooks, reference books, booklets and charts, films, filmstrips, slides, film loops, and transparencies. (HD)

ED 133 520 CE 009 498

Suspension and Alinement Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—[72]

Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, *Auto Mechanics (Occupation), *Curriculum, Curriculum Guides, Job Skills, *Job Training, Post Secondary Education, Secondary Education, Teaching Guides, Technical Education, Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Identifiers—*Suspension and Alinement

Designed to assist instructors in preparing secondary and adult students for employment in the field of suspension and alinement services, this guide outlines five units of instruction. The five unit titles are: (1) Introduction (overview of course content and requirements, and work/safety habits), (2) Suspension Service and Repair, (3) Wheel Alinement, (4) Wheel Balance, and (5) Manual and Power Steering. Methods and materials are suggested for enriching the course and achieving a more effective presentation. A two-column format is used: the left-hand column contains suggested topics which are keyed to specific objectives; the right-hand column gives related factual information, as well as instructional suggestions and page references for selected textbooks. At the conclusion of each unit, topics for review discussion are included. A sample final examination is also provided. A list of suggested aids is given in the bibliography: Textbooks, reference books, booklets and charts, films, filmstrips, slides, film loops, and transparencies. (HD)

ED 133 523 CE 009 524

Maher, Sheila M.

Exemplary Strategies for Elimination of Sex Bias in Vocational Education Programs. Final Report.

Human Resources Management, Inc., Washington, D.C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-001-77

Pub Date—15 Apr 76

Contract—300-76-0061

Note—69p.; For related document, see ED 131 195

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Awareness, •Change Strategies, Curriculum Development, •Demonstration Projects, •Equal Education, Females, Material Development, Pilot Projects, Program Descriptions, Projects, Recruitment, Resource Guides, •Sex Discrimination, Sex Stereotypes, Teacher Education, •Vocational Education

This report identifies and reviews projects and strategies that have proved successful in eliminating sex bias in vocational education. The information is intended to facilitate the development of affirmative measures by the States to eliminate sex discrimination in vocational education programs and to aid them in complying with regulations of Title IX of the Education Amendments of 1972. The 24 projects described are grouped into four categories according to major purpose: (1) To increase career awareness, (2) to recruit women into non-traditional vocational training, (3) to increase commitment and concern of education personnel through conferences, and/or (4) to develop materials for use by students, parents, and community. Some of the projects are in various stages of completion: Developing materials, evaluating project successes, and/or writing final reports. For each project a contact person, address, and telephone number are provided and the funding source is identified. General conclusions drawn from the analysis of the projects reviewed are presented, and four other lists of resources are included (with addresses and phone numbers): (1) Individuals and organizations, materials, projects, and studies. (HD)

ED 133 524 CE 009 526

Career Guidance Techniques for Classroom Teachers. Tests. Individualized Learning Systems for: Career/Vocational Education Staff Development.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—CG-0008-T

Note—22p.; For related documents see CE 009 526-533

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Affective Behavior, •Career Education, Classroom Techniques, Individualized Instruction, Instructional Materials, Interest Tests, •Learning Activities, Learning Modules, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, •Teaching Skills, Teaching Techniques, •Testing, •Vocational Development

Career guidance techniques in this package focus on the competency area of testing. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to have a better understanding of testing and its uses, of their own values and abilities, and of occupational areas that might interest them. The five sample activities presented are titled: "Introduction to Testing," "Factors Influencing Test Results," "Self-Evaluation Form," "Forced Choice Value Test," and "Interest Inventories." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 525 CE 009 527

Career Guidance Techniques for Classroom Teachers. Parental Involvement. Individualized Learning Systems for: Career/Vocational Education Staff Development.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—CG-0007-CD

Pub Date—76

Note—17p.; For related documents see CE 009 526-533

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Affective Behavior, •Career Education, Classroom Techniques, Individualized Instruction, Instructional Materials, •Learning Activities, Learning Modules, •Parent Participation, •Parent School Relationship, Parent Teacher Cooperation, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, •Teaching Skills, Teaching Techniques, •Vocational Development

Career guidance techniques in this package focus on the competency area of parental involvement. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves working with the learners in involving parents in the learners' career development. The 8 sample activities presented are titled: "Life-Line," "Parental Expectations," "Expanding Job Horizons," "Test Score Interpretation," "Occupational Brief," "Occupation Visit with Parents," "Educational Planning," and "Parent Survey." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 526 CE 009 528

Career Guidance Techniques for Classroom Teachers. Occupational Information. Individualized Learning Systems for: Career/Vocational Education Staff Development.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—CG-0006-OI

Pub Date—76

Note—26p.; For related document see CE 009 526-533

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Behavior, Career Choice, •Career Education, Career Planning, Classroom Techniques, Individualized Instruction, •Information Seeking, Instructional Materials, •Learning Activities, Learning Modules, •Occupational Information, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, •Teaching Skills, Teaching Techniques, •Vocational Development

Career guidance techniques in this package focus on the competency area of occupational information. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to develop meaningful methods for using occupational information. The 14 sample activities presented are titled: "Finding Career Information," "Name-That-Job Game," "Job Chain," "Past, Present, and Future Jobs," "The Art of Finding a Job," "Alternative Occupational Goals," "Parent Interview," "Cluster Tree," "Thing Box," "Tools of the Trade," "Occupational Booklet," "Occupational Scavenger Hunt," "Career Bowl," and "In-School Visitation." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 527 CE 009 529

Career Guidance Techniques for Classroom Teachers. Working Relationships. Individualized Learning Systems for: Career/Vocational Education Staff Development.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—CG-0005-WR

Pub Date—76

Note—27p.; For related documents see CE 009 526-533

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Behavior, Career Education, Classroom Techniques, •Communication Skills, Individualized Instruction, Instructional Materials, •Interpersonal Competence, Interpersonal Relationship, Job Skills, •Learning Activities, Learning Modules, Occupational Information, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, •Teaching Skills, Teaching Techniques, •Vocational Development, •Work Environment

Career guidance techniques in this package focus on the competency area of working relationships. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and understand the working relationships associated with various occupations. The 10 sample activities presented are titled: "Identifying Nonverbal Messages," "The Relationship Scale," "The Assembly Line," "The Influence of Working Relationships on Job Choice," "Observing Working Relationships," "Occupational Alliances," "Consensus Seeking and Problem-Solving," "Identifying Unique Communication Techniques," "Jargon Game," and "Role-Playing." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 528 CE 009 530

Career Guidance Techniques for Classroom Teachers. Community Resources. Individualized Learning Systems for: Career/Vocational Education Staff Development.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—CG-0004-CR
Pub Date—76
Note—29p.; For related documents see CE 009 526-533
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affective Behavior, *Career Education, Classroom Techniques, *Community Resources, Individualized Instruction, *Information Seeking, Instructional Materials, *Learning Activities, Learning Modules, Occupational Information, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, *Teaching Skills, Teaching Techniques, *Vocational Development

Career guidance techniques in this package focus on the competency area of community resources. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and use community resources which will assist them in their career development. The 15 sample activities presented are titled: "Community Resource File," "Area Field Trip Investigation," "Community Resource Game," "Article Review," "History of a Business," "Career Investigation Week," "Occupational Information Interview," "Resource Speakers," "Visits to Job Sites," "An AV Presentation," "Practice Interviewing," "School Resource File," "Yellow Pages," and "Survey of the Community." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 529 CE 009 531

Career Guidance Techniques for Classroom Teachers. Lifestyle. Individualized Learning Systems for: Career/Vocational Education Staff Development.
Oregon State Dept. of Education, Salem.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—CG-0003-LS
Pub Date—76
Note—29p.; For related documents see CE 009 526-533
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affective Behavior, *Career Education, Classroom Techniques, Individualized Instruction, Instructional Materials, *Learning Activities, Learning Modules, *Life Style, Secondary Education, Self Concept, Skill Development, Sociocultural Patterns, *Student Development, Teacher Education, Teaching Procedures, *Teaching Skills, Teaching Techniques, *Vocational Development

Career guidance techniques in this package focus on the competency area of lifestyle. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to discover the interactions and relationships among life roles, personal lifestyle, and occupational choices. The 11 sample activities presented are titled: "Lifestyle Profile," "Collage of Individual," "Coat of Arms," "Lifestyle Influences," "Introductory Lifestyle Identification," "Lifestyle Matrix," "Lifestyle Planning," "Changes in Lifestyle," "Pairing Lifestyles and Occupation," "Adapting to a New Lifestyle," and "Life Roles and Stereotyped Roles." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 530 CE 009 532

Career Guidance Techniques for Classroom Teachers. Decisionmaking Skills. Individualized Learning Systems for: Career/Vocational Education Staff Development.
Oregon State Dept. of Education, Salem.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—CG-0002-DM
Pub Date—76
Note—29p.; For related documents see CE 009 526-533
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affective Behavior, *Career Education, Classroom Techniques, Decision Making, *Decision Making Skills, Individualized Instruction, Instructional Materials, *Learning Activities, Learning Modules, Secondary Education, Skill Development, Teacher Education, Teaching Procedures, *Teaching Skills, Teaching Techniques, *Vocational Development

Career guidance techniques in this package focus on the competency area of decisionmaking skills. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to acquire and apply decisionmaking skills. The 7 sample activities presented are titled: "Informal Decision-Making," "Decision-Making Steps," "Risk Taking," "Information Gathering," "Using Community Information," "Data Input," and "Group Consensus." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 531 CE 009 533

Career Guidance Techniques for Classroom Teachers. Valuing. Individualized Learning Systems for: Career/Vocational Education Staff Development.
Oregon State Dept. of Education, Salem.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—CG-0001-VA
Pub Date—76
Note—28p.; For related documents see CE 009 526-533
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affective Behavior, *Career Education, Classroom Techniques, Individualized Instruction, Instructional Materials, *Learning Activities, Learning Modules, *Personal Values, Secondary Education, Skill Development, *Student Development, Teacher Education, Teaching Procedures, *Teaching Skills, Teaching Techniques, Values, *Vocational Development

Career guidance techniques in this package focus on the competency area of valuing. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and clarify personal abilities, interests, and values in relation to their career development. The 12 sample activities presented are titled: "Strength Bombardment," "Work-Value Continuum," "20 Things You Like to Do," "Value Collage," "Job Interview," "I Am Proud Of. . .," "You and Your Abilities," "24-Hour Decision-Making Grid," "Evaluating Abilities and Interests," and "Relating Interests to Occupations." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

ED 133 533 CE 009 556

Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 1-3.
Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—128p.; For related documents see CE 009 556-561
Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Clothing Instruction, *Coeducation, *Curriculum, Curriculum Guides, *Home Economics Education, Instructional Materials, Junior High Schools, Middle Schools, *Textiles Instruction, Units of Study (Subject Fields)

These three self-contained home economics miniunits on clothing and textiles are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these three units are Clothing Care and Repair (level I); Personality, Lifestyle, and Clothing (level I); and Consumer Clothing (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus description of the development and field testing of the units are also included. (HD)

ED 133 534 CE 009 557

Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 4-7.
Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—237p.; For related documents see CE 009 556-561
Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Career Exploration, Child Care, Child Care Occupations, Clothing, Clothing Instruction, *Coeducation, *Curriculum, Curriculum Guides, Food Service, Food Service Occupations, *Home Economics Education, Instructional Materials, Junior High Schools, Middle Schools, Units of Study (Subject Fields)

These four self-contained home economics miniunits on career exploration are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these four units are: What Do People Do All Day? (level II); Looking at Food Service (level II); Enjoying and Understanding Young Children (level II); and Jobs: Sewing and Selling (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

ED 133 535 CE 009 558

Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 8-13.

Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—249p.; For related documents see CE 009 556-561

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Child Care, *Coeducation, *Curriculum, Curriculum Guides, *Family Life Education, *Home Economics Education, *Individual Development, Instructional Materials, Junior High Schools, Middle Schools, Personal Growth, Sex Education, Units of Study (Subject Fields)

These six self-contained home economics miniunits on personal development are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these six units are: (1) Grooming and You (level I); (2) Becoming a Person–A Lifelong Process (level I); (3) Making the Most of Your Resources (level I); (4) Understanding Yourself and Human Sexuality (level II); (5) Together: You and Your Family (level I); and (6) Learning to Care for Children (level I). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

ED 133 536 CE 009 559

Middle School/Junior High Co-Educational Mini Units in Home Economics. Unit 14.

Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—51p.; For related documents see CE 009 556-561

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Coeducation, *Curriculum, Curriculum Guides, *Home Economics Education, *Housing, Instructional Materials, Junior High Schools, Middle Schools, Units of Study (Subject Fields)

This self-contained home economics miniunit on housing is part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Each unit is designed to be free of sex-role stereotyping and is identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks. The title and level of this unit is Space for Living (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus description of the development and field testing of the units are included. (HD)

ED 133 537 CE 009 560

Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 15-17.

Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—134p.; For related documents see CE 009 556-561

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Coeducation, *Consumer Education, *Curriculum, Curriculum Guides, *Home Economics Education, Instructional Materials, Junior High Schools, *Metric System, Middle Schools, Money Management, Units of Study (Subject Fields)

These three self-contained home economics miniunits on consumer behavior are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these three units are: Consumer Decision Making (level II); Dealing with Dollars (level II); and Metric Mind (level I or II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

ED 133 538 CE 009 561

Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 18-21.

Minnesota Instructional Materials Center, White Bear Lake.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—212p.; For related documents see CE 009 556-561

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (All six volumes, $13.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Coeducation, *Cooking Instruction, *Curriculum, Curriculum Guides, *Foods Instruction, *Home Economics Education, Instructional Materials, Junior High Schools, Middle Schools, *Nutrition Instruction, Units of Study (Subject Fields)

These four self-contained home economics miniunits on nutrition and food preparation are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these four units are: Good Health Through Nutrition: How Do You Measure Up (level I); Nutrition: Buying and Selling (level II); Foods With Taste Appeal (level I); and Enjoying Outdoor Cookery (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus description of the development and field testing of the units are included. (HD)

ED 133 539 CE 009 576

McCaslin, N. L. Lave, Janice
Needs Assessment and Career Education: An Approach for States.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, *Career Education, Institutional Role, *Needs Assessment, Policy Formation, *Program Evaluation, Program Guides, *Program Planning, Resource Guides, State Agencies, *Statewide Planning

This document is designed to help state directors/coordinators become more knowledgeable about needs assessment in career education, particularly in reference to States' application for Federal assistance. The following topics are discussed in separate sections: What needs assessment is; who should be included in a needs assessment of career education (students, parents, educators, employers and employees, government agencies, and association personnel); what variables should be included in a needs assessment effort; how a needs assessment effort might be conducted (This section discusses separately the three phases of a needs assessment-planning, implementation, and utilization); examples of needs assessment efforts presently available; areas for future development; and a bibliography of needs assessment materials. (TA)

ED 133 540 CE 009 577

Parts Counterperson. Auto, Agriculture & Truck. Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-437
Pub Date—76
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Auto Parts Men, Instructional Materials, *Job Skills, *Occupational Information, Performance Based Education, Sales Occupations, *Sales Workers, *Task Analysis, Teaching Guides, Trade and Industrial Education

Developed by industry representatives and educators for use by vocational instructors, this guide focuses on the tasks and competencies necessary for a student to develop in order to secure employment as a counterperson in automobile, agriculture, and truck parts. The task list is an outline of various skills and proficiencies and covers sales, instore merchandising, outstore advertising, communications, store layout, trade magazines, security, orders, tickets, forms, parts and equipment identification, services, inventory and stock, and miscellaneous topics. The competency record, a replacement for the traditional report card, lists student competencies to be checked upon accomplishment and relates directly to the skills found in the task list. A list of industry representatives involved in developing the task list and competency record is also included. (TM)

ED 133 541 CE 009 579

Medical Secretary: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-425
Pub Date—76
Note—113p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Medical Assistants, Medical Vocabulary, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, Student Evaluation, *Student Records, *Task Analysis
Identifiers—Minnesota

One of a series of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the medical secretary, a task list under 17 areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the materials, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the medical secretary are concerned with three principal areas: Patient contact, office procedure, and medical specialization. In addition to the usual secretarial skills the medical secretary list covers knowledge of terminology, anatomy, physiology, pharmacology, disease conditions, and how to put the knowledge to use. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 542 CE 009 580

Correspondence Supervisor: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-424
Pub Date—76
Note—106p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Business Correspondence, Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, Student Evaluation, Student Records, *Supervisors, *Task Analysis
Identifiers—Minnesota

One of a series of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the correspondence supervisor (also known as a senior correspondence secretary/specialist, word processing supervisor, or word processing center specialist), a task list under 20 areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the correspondence supervisor include these: Maintain reports of personnel, costs, productivity; supervise and train correspondence specialists; maintain office procedures; assist in personnel development; and coordinate work requirements. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 543 CE 009 581

Administrative Assistant and Correspondence Specialist: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-423
Pub Date—76
Note—148p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Administrative Personnel, Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, Student Evaluation, Student Records, *Task Analysis, *Typists
Identifiers—Minnesota, Word Processing

One of a series of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains job descriptions for two word processing occupations, the non-typing administrative assistant and the correspondence specialist (also called word processing correspondence specialist, magnetic keyboard specialist, or word processing trainee); task lists under the areas of competency for each job; an occupational tasks competency record for each (suggested as replacement for the traditional report card) a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. The duties listed for the administrative assistant include these: Performs routine secretarial and administrative duties (usually for more than one person), prepares reports and other materials, makes travel arrangements, processes expense accounts, and maintains company records. The correspondence specialist duties involve operation of the typewriter and other office machines to process letters and other records and data. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 544 CE 009 582

Legal Secretary: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-442
Pub Date—76
Note—120p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, Lawyers, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, Student Evaluation, Student Records, *Task Analysis
Identifiers—*Legal Secretaries, Minnesota

One of a series of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the legal secretary, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the legal secretary require a knowledge of legal office procedures and competence in the use of legal terminology and legal documents, as well as in the basic secretarial skills of typing, correspondence, and office practices. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 545 CE 009 583

Educational Office Personnel: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-421
Pub Date—76
Note—118p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), *School Secretaries, Secondary Education, Student Evaluation, Student Records, *Task Analysis
Identifiers—Minnesota

One of 12 in the secretarial/clerical area, this booklet for vocational instructor contains a job description for educational office personnel, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the educational secretary/clerk include responsibility for various details of school operations, typewritten and telephone communications, recordkeeping, filing, public relations and staff services, equipment and supplies, and mail and reprographic services. Areas of competency in human relations and personal development include communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills. Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 546 CE 009 584

Data Entry Operator: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-420
Pub Date—76
Note—62p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Business Education, Clerical Occupations, *Clerical Workers, *Data Processing, Data Processing Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, Student Evaluation, Student Records, *Task Analysis
Identifiers—*Kev Punch Operators, Minnesota

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the data entry operator, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the data entry operator are to operate keypunch, data recorder, verifier, and other data recording machines, with the ability to transcribe data from various source documents onto punch cards, tape, or disks in any computerized business or agency. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 547 CE 009 585

Secretary/Shorthand: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-419
Pub Date—76
Note—95p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, *Stenography, Student Evaluation, Student Records, *Task Analysis
Identifiers—Minnesota

One of a series of 12 booklets in the secretarial/-clerical area for the vocational instructor, the secretary/shorthand task list competency record contains a job description, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the secretary include a wide variety of office tasks and general clerical tasks with emphasis on transcription of shorthand and machine transcription. Other general responsibilities noted are in the areas of reception, office coordination, recordkeeping, written communication, telephone and mail handling, and reprographics. Areas of competency in human relations and personal development are given as are communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills. Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. (MF)

ED 133 548 CE 009 586

Secretary/Non-Shorthand: Task List Competency Record.
Minnesota Instructional Materials Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-418
Pub Date—76
Note—95p.; For related documents see CE 009 579-590
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, *Secretaries, Student Evaluation, Student Records, *Task Analysis
Identifiers—Minnesota

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the secretary (non-shorthand), a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for this secretarial occupation include a variety of general clerical tasks with the emphasis on machine transcription. Additional responsibilities noted include reception, office coordination, telephones and mail, typing, filing, and office supplies. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

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Subject Term — **Task Analysis**

Title of Document — Proceedings of a Symposium on Task Analyses/Task Inventories.

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ED 132 286

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Armed Forces VIEW (Vital Information for Education and Work).
ED 133 497

Interinstitutional Consortium for Career Education, Salem, Oreg.
Career Education in Vocational Teacher Education.
ED 133 482

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ED 133 433

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ED 133 460

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ED 133 457

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Home Economics Semester Modules: Adult Living, Bachelor Survival, Foods and You, Home Decor, Personal Finance, Teen Clothing, Young Child. Final Report.
ED 133 446

Linton and Co., Washington, D.C.
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ED 133 420

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Worker Traits Training Unit. MA Handbook No. 314.
ED 132 368

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ED 133 506

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Resource Guide for Performance-Based Drafting Instruction.
ED 133 459

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
Agribusiness and Natural Resources Education in Michigan. Job Competencies Needed. A Tabular Supplement to the Final Report.
ED 132 309
Agribusiness and Natural Resources Education in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. A Final Report.
ED 133 450
Agribusiness and Natural Resources in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. Summary of Research.
ED 132 301

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.
Agribusiness and Natural Resources Education in Michigan. Job Competencies Needed. A Tabular Supplement to the Final Report.
ED 132 309
Agribusiness and Natural Resources Education in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. A Final Report.
ED 133 450

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ED 132 437

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ED 132 294

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Administrative Assistant and Correspondence Specialist: Task List Competency Record.
ED 133 543
Correspondence Supervisor: Task List Competency Record.
ED 133 542
Data Entry Operator: Task List Competency Record.
ED 133 546
Educational Office Personnel: Task List Competency Record.
ED 133 545
Legal Secretary: Task List Competency Record.
ED 133 544
Medical Secretary: Task List Competency Record.
ED 133 541
Middle School/Junior High Co-Educational Mini Units in Home Economics. Unit 14.
ED 133 536
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 1-3.
ED 133 533
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 15-17.
ED 133 537
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 18-21.
ED 133 538
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 4-7.
ED 133 534
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 8-13.
ED 133 535
Parts Counterperson. Auto, Agriculture & Truck. Task List Competency Record.
ED 133 540
Secretary/Non-Shorthand: Task List Competency Record.
ED 133 548
Secretary/Shorthand: Task List Competency Record.
ED 133 547

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Middle School/Junior High Co-Educational Mini Units in Home Economics. Unit 14.
ED 133 536
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 1-3.
ED 133 533
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 15-17.
ED 133 537
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 18-21.
ED 133 538
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 4-7.
ED 133 534
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 8-13.
ED 133 535

Minnesota Univ., St. Paul. Div. of Home Economics Education.
Middle School/Junior High Co-Educational Mini Units in Home Economics. Unit 14.
ED 133 536
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 1-3.
ED 133 533
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 15-17.
ED 133 537
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 18-21.
ED 133 538
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 4-7.
ED 133 534
Middle School/Junior High Co-Educational Mini Units in Home Economics. Units 8-13.
ED 133 535

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ED 133 437
A Reference Unit on the Meaning and Importance of Agribusiness.
ED 132 440

Missouri Univ., Columbia.
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ED 132 302

Missouri Univ., Columbia. Instructional Materials Lab.
Agriculture Sales and Services.
ED 132 393
Snowmobile Repair.
ED 132 392

Nathan (Robert R.) Associates, Inc., Washington, D.C.
Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume I. Analytical Perspective.
ED 132 354
Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume II. Practical Planning Manual.
ED 132 355

National Advisory Council on Vocational Education, Washington, D.C.
Articulation: A Study by the National Advisory Council on Vocational Education.
ED 133 434

National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.
The Hemophilia Games: An Experiment in Health Education Planning.
ED 132 291

Naval Education and Training Command, Pensacola, Fla.
Aerographer's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 310
Construction Electrician 3 & 2. Rate Training Manual and Nonresident Career Course.
ED 132 306

Naval Personnel Program Support Activity, Washington, D. C.
Tools and Their Uses. Rate Training Manual.
ED 132 362

Naval Training Publications Center, Memphis, Tenn.
Aviation Structural Mechanic E 3 & 2. Rate Training Manual.
ED 132 363

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Vocational-Technical Facility Planning Guide.
ED 133 425

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Diesel Engine Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 426
Fuel System Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 519
Suspension and Alinement Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 520

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.
Credit and Collections. An Advanced Level Option for Finance and Credit.
ED 133 518
Painting Services: An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 504

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
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ED 133 426
Fuel System Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 519
Suspension and Alinement Services. An Instructor's Guide for a Program in Trade and Technical Education. Automotive Industries Occupations.
ED 133 520

North Dakota State Board for Vocational Education, Bismarck.
Career Development. Administrator's Guide.
ED 133 509

Northeast Missouri State Univ., Kirksville.
Assisting Industrial Arts Teachers in Integrating Occupationally-Oriented Activities into Their Existing Instructional Programs. Final Report.
ED 133 475

Office of Career Education (DHEW/OE), Washington, D.C.
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ED 132 428

Office of Education (DHEW), Washington, D.C.
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ED 132 356

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ED 132 295
Needs Assessment and Career Education: An Approach for States.
ED 133 539
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ED 132 435
Productivity: Implications for Vocational Education. Occasional Paper No. 19.
ED 132 438
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ED 133 477
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ED 133 498

Olympus Research Centers, San Francisco, Calif.
An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Education Programs and Follow-Up Study. Executive Summary.
ED 133 423
An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Follow-Up Study. Final Report. Volume 2: Work Education Program Outcomes–A Twenty-Four Month Follow-Up Study.
ED 133 430
An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Follow-Up Study. Final Report. Volume 3: Thirty Case Studies of Urban Cooperative Education Programs.
ED 133 431
An Assessment of School Supervised Work Education Programs. Part II: Urban Cooperative Work Education Programs and Followup Study. Final Report. Volume 1: Overview of Thirty Urban Cooperative Education Programs.
ED 133 429

Oregon State Dept. of Education, Salem.
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ED 133 528
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ED 133 530
Career Guidance Techniques for Classroom Teachers. Lifestyle. Individualized Learning Systems for: Career/Vocational Education Staff Development.
ED 133 529
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ED 133 526
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ED 133 525
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ED 133 524
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ED 133 531
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Gabon.
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ED 132 388

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ED 132 434

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SIRF: System for Implementing Review and Follow-Up.
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Renton School District 403, Wash.
Attitudes of Secondary School Principals and Superintendents in the State of Washington Toward Vocational Education. Final Report.
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ED 132 418
Beauty Culture: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.
ED 132 419
Foods: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.
ED 132 423
Hospitality: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.
ED 132 420
Laundry: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.
ED 132 421
On the Path to Better Living.
ED 132 417
Sewing: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.
ED 132 422

RJ Associates, Inc., Arlington, Va.
A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume I-Narrative Report.
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A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume II-Back-Up Tables.
ED 132 430

Sierra Planning and Research Associates, Reno, Nev.
MERC Report: State Management Evaluation Reviews for Compliance. Final Report.
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A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Third Report. Tentative Agreement Form and Organizational Structure for a Multi-State Consortium to Produce Performance Objectives and Criterion-Referenced Measures in Occupational Education.
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ED 133 514
A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Final Report.
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A Project for the Development of a Multi-State Consortium for the Production of Performance Objectives and Criterion Measures in Occupational Education. Second Report. A Status Report on Occupational Education, Accountability, Performance Objectives, Criterion-Referenced Measures, and Educational Consortia.
ED 133 515

Southern Illinois Univ., Carbondale.
Business/Industry Internship for Occupational Teachers Project. Final Report.
ED 132 298

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.
The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase IV. Final Project Report.
ED 132 299

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.
A Proposed System for Nursing. Theoretical Framework, Part 2. Pathways to Practice, Vol. 4.
ED 132 293
SREB's Nursing Curriculum Project: Summary and Recommendations.
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An Assessment of Vocational Education in Wisconsin-1976.
ED 132 387
Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1976-1977. Post Secondary Programs Only.
ED 132 424

Urban Management Consultants of San Francisco, Inc., Calif.
CETA and HEW Programs.
ED 133 502
Education and CETA: A Coordination Guide for Adult Education and Vocational Administrators.
ED 133 501
Health and CETA. A Coordination Guide for Health Administrators.
ED 133 500

Virginia Commonwealth Univ., Richmond.
Virginia Emergency Vehicle Operator's Curriculum Guide.
ED 132 394

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Industrial Cooperative Training II. Curriculum Guide. General Related Study Units.
ED 133 456
Regional Research Conference in Vocational and Technical Education for Secondary and Post-Secondary Personnel. Annual Research Conference in Vocational and Technical Education (1st, Blacksburg, Virginia, April 16-17, 1976).
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West Valley Coll., Saratoga, Calif.
Community Health Worker Handbook.
ED 133 445

Wisconsin Univ., Madison. Inst. for Research on Poverty.
The Impact of the Censoring Problem on Estimating Women's Occupational Attainment Equations. Institute for Research on Poverty Discussion Papers.
ED 132 433
Measuring Wage and Occupational Discrimination: A Comprehensive Approach. Institute for Research on Poverty Discussion Papers.
ED 132 432
Theoretical Labor Supply Models and Real World Complications. Institute for Research on Poverty. Discussion Papers.
ED 132 305

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
It's About Time Hearing Impairments Came Out in the Open!
ED 133 452
It's About Time Physical Disabilities Came Out in the Open: Part I. Amputation, Monoplegia, Hemiplegia, Triplegia, Quadruplegia, Paraplegia.
ED 133 451

Women's Bureau (DOL), Washington, D.C.
The Earnings Gap Between Women and Men.
ED 132 351
Women Workers Today.
ED 132 364

Sample Project Resume

Accession Number
Title
Principal Investigator
Recipient Institution (including address)
Start—End Dates
Supporting Agency (including address)
Contract or State Control Number
Abstract

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15

Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2894

Development, Field Testing, and Dissemination of a Comprehensive Curriculum Guide in Exploratory Business.

Principal Investigator: Clayton, Dean; Ruby, Ralph

Recipient Institution: University of Arkansas, Fayetteville, Arkansas 72701

Start—End Dates: Start Date 1 Apr 77; End Date 30 Jul 78

Supporting Agency: Arkansas State Department of Education, Division of Vocational, Technical and Adult Education, Little Rock, Arkansas 72201

Summary of Project: The purpose of the project is to develop and field test instructional materials for an exploratory business curriculum. Objectives are to (1) plan and conduct personnel development experiences for selected business education teachers in competency-based instructional concepts; (2) develop instructional materials for a comprehensive curriculum guide to explore the careers and competencies in vocational business education; (3) field test the instructional materials under development; and (4) disseminate the finalized curriculum guide for statewide implementation. Some 12 modules will be identified which will cover the entire spectrum of small business ownership. Content specialists will develop technical content materials for the selected entrepreneurial modules. A selection of onsite teams will pilot test the materials. Staff development activities will include three seminars and a two-week workshop. The project will culminate with self-contained instructional modules in the identified areas of entrepreneurship and media for maximizing vocational technical education for adults.

VTP-2895

Increasing Career Awareness and Exploration for Adults Making Career Decisions.

Principal Investigator: Winquist, John

Recipient Institution: Lane Community College, 4000 Thirtieth Avenue East, Eugene, Oregon 97405

Start—End Dates: Start Date 1 Jan 77; End Date 31 Dec 77

Supporting Agency: Oregon State Department of Education, 942 Lancaster Drive, Northeast, Salem, Oregon 97310

Summary of Project: The purpose of the project is to develop and implement use of extensive awareness and exploration materials for 10 vocational programs offered at Lane Community College. Procedures will include: (1) determining vocational programs for demonstrations; (2) surveying instructional areas to determine department contributions; (3) contacting business and industry in the community to help provide information and develop multimedia learning material and onsite job visitations; (4) developing audiovisual and written materials; (5) setting up viewing stations for current and potential students; (6) selecting appropriate students for the program; (7) meeting with students individually or in small groups to assess or clarify their initial interests; (8) preparing students for on-the-job experience; (9) visiting job sites; (10) reviewing student's experiences; and (11) obtaining input from counselors, staff, and community contacts for evaluation and further planning.

VTP-2896

Utilizing Parent and Community Resources.

Principal Investigator: Grimes, Daniel B.

Recipient Institution: Lane County Intermediate Education District, 1200 Highway 99 North, Eugene, Oregon 97402

Start—End Dates: Start Date 1 Jan 77; End Date 30 Dec 77

Supporting Agency: Oregon State Department of Education, 942 Lancaster Drive, Northeast, Salem, Oregon 97310

Summary of Project: The project's objective is to develop, field test, revise, and disseminate a guide for utilizing parent and community resources in the elementary school to enhance career awareness activities in rural, urban, and suburban settings. Procedures will include: (1) soliciting materials from selected model projects throughout the state; (2) selecting five consultants to write the handbook; (3) selecting pilot schools; and (4) monitoring pilot school projects.

VTP-2897

Assessing Employment Opportunities for Students Completing Vocational Education Programs.

Principal Investigator: Hart, Nancy K.

Recipient Institution: Russell County Schools, Lebanon, Virginia 24266

Start—End Dates: Start Date 1 Jul 77; End Date 10 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The project's objective is to assess employment opportunities in Russell County and the surrounding area for students completing vocational education programs. The project director, in cooperation with the high school counselors and vocational teachers, will assess the employment opportunities in Russell County and the surrounding area for students completing vocational education programs. During the actual assessment, information will be gathered and will culminate in the establishment of occupational information centers which will contain informative material in the form of slides, files, brochures, and a notebook listing the names, addresses, and phone numbers of employers. These occupational information centers will be established in each of the three high schools and at the vocational center so that all students completing vocational programs will have access to the information.

VTP-2898

Assessing Employment Opportunities for Students Completing Vocational Education Programs in the Prince Edward County School Division.

Principal Investigator: Miller, John D., Jr.

Recipient Institution: Prince Edward County Schools, Farmville, Virginia 23901

Start—End Dates: Start Date 1 Jul 77; End Date 10 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: This project will develop a guide to potential employers of students completing vocational-technical programs. Project objectives are to (1) assess employment opportunities for students completing vocational programs within a 50-mile radius of the vocational-technical center; (2) determine the types and kinds of jobs available; (3) locate potential employers; (4) determine opportunities for advancement and prevailing rates of pay; (5) determine potential trends in the labor market; (6) determine the need for additional vocational-technical programs; and (7) promote articulation between business/industry and the staff of the vocational-technical center. A questionnaire will be developed, field tested, and revised. A listing of businesses and industries in the survey area will be compiled and contact will be made with businesses and industries by personal visit or letter. The guide will be distributed to vocational students, vocational technical instructors, and guidance personnel.

VTP-2899

Assessing Employment Opportunities for Vocational Education Graduates in York County.

Principal Investigator: Ramsey, Rolene

Recipient Institution: York County Public Schools, Yorktown, Virginia 23490

Start—End Dates: Start Date 1 Jul 77; End Date 10 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: This project is designed to assess the possible full-time employment opportunities for students who are completing vocational education programs in York County. Objectives are to (1) provide current, accurate, and local employment information to all York County public high school students; (2) provide the vocational education program in York County with additional input for curriculum development; and (3) provide the guidance departments and job placement department with additional information pertaining to labor market conditions and employment information. A list of employers to be surveyed will be developed from sources within the county. A survey form will be developed and administered to employers, using the cooperative education coordinators, job placement counselor, selected students, and community groups as interviewers. Data identifying places of employment for various occupations will be collected, processed, and placed in a computer system. The information gathered will be shared with appropriate agencies in the area.

VTP-2900

To Assist LEA's in Implementing Competency-Based Instructional Programs in Vocational Education.

Principal Investigator: Swartz, Ned

Recipient Institution: Old Dominion University, Norfolk, Virginia 23508

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 79

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The overall objective of the project is to assist teachers in the implementation of performance-based curricula, thereby improving the teaching methods and techniques employed. Specific objectives are to (1) provide for an increase in the number of local education agencies being served and thus a significant increase in the number of instructors receiving training in competency-based instructional (CBI) through the use of V-TECS materials; (2) allowing a continuation of the present preservice and inservice training at the teacher education colleges and universities in eastern Virginia; and (3) generate an increase in the number of students receiving CBI and thus a significant increase in the rate and quality of learning of students enrolled in vocational education programs. A graduate teaching assistant will be assigned two, three-semester hour classes each semester to teach in the area of undergraduate inservice trade and industrial education. As a result of this assistance, the project director will be able to devote 50 percent time to assisting Local Education Agencies (LEA) with teacher training in CBI and the use of the V-TECS.

VTP-2901

A Follow-up of Former Vocational Student Completions and Early Leavers.

Principal Investigator: Underwood, Winston L.

Recipient Institution: Botetourt County Vocational Schools, Fincastle, Virginia 24090

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The followup report received from the Virginia Education Reporting System indicated that only 60 percent of the graduates and early leavers responded to a survey. The purpose of this project is to contact 90 percent of all graduates and those who left school early on the local level to improve upon present methods of followup and to gather significant information as a sounder basis for curriculum revision. Objectives are to (1) accurately determine whether or not graduates and early leavers are employed in a training-related field; (2) determine how graduates and those leaving school early obtained employment; (3) ascertain if the graduate students who left school early are satisfied with their present jobs; and (4) determine average pay scales for both early leavers and graduates. Followup of graduates will be implemented primarily through written correspondence and questionnaire. Personal contact, as well as contact with present and former employers, relatives, and friends will also be used. Data collected will be used to determine whether or not the student needed additional training, if the graduate or student who left school early is/was satisfied in his/her present or former job and to determine an average pay scale for graduates and early leavers.

VTP-2902

A Follow-up Study of 1977 Graduates from the Newport News Public Schools.

Principal Investigator: Cummings, Paul

Recipient Institution: Newport News City Public Schools, Newport News, Virginia

Start—End Dates: Start Date 1 Jul 77; End Date 10 Mar 78

Supporting Agency: Virginia State Department of Education, Richmond, Virginia 23216

Summary of Project: The project's purpose is to assess the needs of graduating students of Newport News school system and to provide guidance for upgrading and improving curriculum in the area of vocational education and industrial arts. Objectives are to (1) determine if the educational system is meeting the needs and requirements of high school students in the area of vocational education; (2) re-evaluate the present vocational programs in the system; and (3) facilitate the implementation of new programs. A questionnaire will be developed and mailed to 1977 graduates of Newport News Public Schools. The data analysis will be presented in a percentage relationship with respect to the number of questionnaires returned. Tables and figures will be utilized in portraying results of the analysis.

VTP-2903

Implementing Competency-Based Instructional Programs in Vocational Education (Using Performance Objectives and Criterion-Reference Measures).

Principal Investigator: Young, William P.

Recipient Institution: Arlington County Schools, 4751 North 25th Street, Arlington, Virginia 22207

Start—End Dates: Start Date 1 Aug 77; End Date 30 Jun 80

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: This project will assist teachers in implementing performance-based curricula and improve the teaching methods and techniques employed. Specific objectives are to (1) provide basic learning resources needed by teachers in implementing the V-TECS (or other) competency-based materials (CBI); (2) provide technical assistance to teachers in such areas as incorporating CBI materials into existing instructional programs and developing learning modules as needed; (3) encourage teachers to recognize the student as the focal point in utilizing the performance-based approaches to vocational and technical education; and (4) develop a sequence of learning activities which will facilitate the articulation of programs in the middle schools, senior high schools, and advanced training programs. Teachers will be surveyed to determine the interest in the necessity for establishing a credit or noncredit course. A schedule, based on this information, will be prepared. James Madison University or Virginia Commonwealth University and Virginia Polytechnic Institute and State University will be contacted to determine the availability of staff and the requirements for awarding credit. One of these institutions will be asked for assistance in providing training. Announcements will be prepared to establish enrollment for the course. During the first year, a three-credit course will be conducted. In the second year, half-day workshops will be conducted as a preschool activity, monthly meetings concerning use of V-TECS materials will be held, and a second three-credit course will be offered. In the third year, a third credit course will be offered, individual and group projects will continue to be developed, and materials previously developed will be refined. (Note: Similar projects are being conducted at 23 other schools in Virginia.)

VTP-2904

A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Distributive Education's Inservice and Preservice Teacher Education Programs.

Principal Investigator: Hephner, Thomas A.

Recipient Institution: Virginia Commonwealth University, Richmond, Virginia 23284

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jul 80

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The purpose of this project is to develop and make available an instructional package for use in preparing prospective distributive education teachers at Virginia Polytechnic Institute and State University, Virginia Commonwealth University, Old Dominion University, and James Madison University. Current competency-based instructional (CBI) materials (including written outlines and supplementary media) being used for inservice training will be studied and adapted or modified for the preservice package. Behavioral objectives and a pretest/posttest assessment will be prepared for each unit. An extensive use of media correlated to the state behavioral objectives will be the major instructional resource. The printed portion of the instructional package will be developed first in rough draft form and evaluated by the institutions involved. Changes and modifications may be made at that time. The final product will be demonstrated at a two-day conference at a central site in Virginia. Representing each university will be two faculty members who have been designated by their program directors as potential users of the materials.

VTP-2905

A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Preservice Teacher Education Programs.

Principal Investigator: Webb, Anita

Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jul 80

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: This project will develop and distribute preservice instructional packages for competency-based instructional training to all nine teacher education institutions in Virginia. Current competency-based instructional material used for inservice training will be adapted and/or modified for the preservice package. An inservice package including pretest/posttest and behavioral objectives will be written for the teaching of competency-based instructional concepts and their implementation in home economics. Media correlated with the state objective will be developed and the rough draft form of the instructional package will be field tested at two institutions and revised as needed. The final product will be demonstrated for the nine institutions during a two-day conference at a central site in Virginia. Potential users of the materials at each institution will be invited to the conference and be given complete copies of the materials to take back to their respective institutions.

VTP-2906

Vocational and Technical Consortium of States in Virginia.

Principal Investigator: Vogler, Daniel E.

Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 80

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The purpose of the project is to develop catalogs of the performance objectives, criterion-referenced measures, and performance guides for which Virginia is responsible through V-TECS. Specific objectives are to (1) determine what has been developed in performance objectives and criterion-referenced measures in the selected occupational areas; (2) survey incumbent workers in the selected areas to determine the tasks performed and the relative amount of time spent on each; (3) use the survey results in developing catalogs of performance objectives, criterion-referenced measures, and performance guides; (4) field test the catalogs to determine their instructional validity and to prepare a final version of the catalogs reflecting the field test results; and (5) provide consulting assistance in the statewide inservice training effort on the use of the catalogs. A state-of-the-art study will be conducted and an occupational inventory will be developed. A domain report will be prepared and a group of incumbent workers will be surveyed. A field review version of the catalogs will be prepared, and the final catalogs will reflect the results of the field review.

VTP-2907

V-TECS and VEMS Materials.

Principal Investigator: Vogler, Daniel E.

Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Summary of Project: The objectives of this project are to (1) print 20 V-TECS catalogs of performance objectives, criterion-referenced measures, and performance guides which are applicable to Virginia vocational education programs in sufficient quantities as determined by the Division of Vocational Education, State Department of Education; (2) identify and secure copies of competency-based instructional (CBI) materials for possible use in Virginia and print selected materials in sufficient quantity for vocational instructors; (3) print user's manuals, procedural guides, and reports which support the management information system in Virginia; and (4) distribute all printed materials to designated vocational educators. Twenty V-TECS catalogs, the user's manuals, participant's guide, and reports will be printed through arrangements with Virginia Polytechnic Institute and State University and/or as part of the scheduled training program in selected printing programs in local school divisions or vocational centers in Virginia. As the printing of the documents is completed, distribution will be made according to directions from the Division of Vocational Education, State Department of Education.

VTP-2908

Wyoming Vocational/Occupational Education Research Project.

Principal Investigator: Durkee, Jim

Recipient Institution: Department of Vocational Education, College of Education, University of Wyoming, Laramie, Wyoming 82070

Start—End Dates: Start Date 30 Sep 76; End Date 1 Oct 77

Supporting Agency: Wyoming State Department of Education, State Office Building West, Cheyenne, Wyoming 82002

Summary of Project: The purpose of the project is to develop an organized system of research activities for vocational/occupational education in Wyoming. Procedures will include: (1) developing a list of needed research activities for the State Department of Education and the Department of Vocational Education; (2) conducting followup studies of former vocational/occupational education students; (3) evaluating current manpower opportunities, and studies and coordinating them with training programs; and (4) conducting necessary research activities for program planning and evaluation. The entire state will be included in the project with involvement of all educational institutions, agencies, and organizations involved in manpower projections.

Project Title List (by state)

Arkansas	Development, Field Testing, and Dissemination of a Comprehensive Curriculum Guide in Exploratory Business.	VTP-2894
Oregon	Increasing Career Awareness and Exploration for Adults Making Career Decisions.	VTP-2895
	Utilizing Parent and Community Resources.	VTP-2896
Virginia	Assessing Employment Opportunities for Students Completing Vocational Education Programs.	VTP-2897
	Assessing Employment Opportunities for Students Completing Vocational Education Programs in the Prince Edward County School Division.	VTP-2898
	Assessing Employment Opportunities for Vocational Education Graduates in York County.	VTP-2899
	Assist LEA's in Implementing Competency-Based Instructional Programs in Vocational Education.	VTP-2900
	Follow-up of Former Vocational Student Completions and Early Leavers.	VTP-2901
	Follow-up Study of 1977 Graduates from the Newport News Public Schools.	VTP-2902
	Implementing Competency-Based Instructional Programs in Vocational Education (Using Performance Objectives and Criterion-Reference Measures).	VTP-2903
	Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Distributive Education's Inservice and Preservice Teacher Education Programs.	VTP-2904
	Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Preservice Teacher Education Programs.	VTP-2905
	Vocational and Technical Consortium of States in Virginia.	VTP-2906
	V-TECS and VEMS Materials.	VTP-2907
Wyoming	Wyoming Vocational/Occupational Education Research Project.	VTP-2908

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Professional and Curriculum Development Unit
Division of Vocational-Technical Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-0759

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Division of Vocational Education
225 W. State Street
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(609) 292-6562

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